

Psychological Abstracts

VOLUME 24 • NUMBER 4 • APRIL 1950

EDITOR

C. M. LOUETT

ASSISTANT EDITOR

ALLEN J. SPROW

WITH THE CO-OPERATION OF

F. C. BARTLETT	<i>Cambridge University</i>
S. BLACHOWSKI	<i>University of Poznań</i>
R. PIET	<i>University of Liège</i>
V. OSIPOV	<i>Leningrad</i>
J. PIAGET	<i>University of Geneva</i>
H. PIÉRON	<i>Sorbonne</i>
M. PONZO	<i>University of Rome</i>
M. L. REYMERT	<i>Mcneeseheart, Illinois</i>
L. S. TSAI	<i>University of Nanking, Chengtu</i>

~

Editorial Office: UNIVERSITY OF ILLINOIS, URBANA, ILL.; Business Office: PRINCE AND LEMON STREETS, LANCASTER, PENNSYLVANIA AND 1515 MASSACHUSETTS AVE., N. W., WASHINGTON 5, D. C. Send changes of address to: Psychological Abstracts, 1515 Massachusetts Ave., N. W., Washington 5, D. C.

CONTENTS

General Theory & Systems • Methods & Apparatus • New Tests • Statistics • Reference Works • Organizations • History & Biography • Professional Problems of Psychology	1528-1583
Physiological Psychology Nervous System	1584-1595
Receptive and Perceptual Processes Vision • Audition	1596-1652
Response Processes	1653-1663
Complex Processes and Organizations Learning & Memory • Thinking & Imagination • Intelligence • Personality • Aesthetics	1664-1728
Developmental Psychology Childhood & Adolescence • Maturity & Old Age	1729-1767
Social Psychology Methods & Measurements • Cultures & Cultural Relations • Social Institutions • Language & Communication • Social Action	1768-1855
Clinical Psychology, Guidance, Counseling Methodology, Techniques • Diagnosis & Evaluation • Treatment Methods • Child Guidance • Vocational Guidance	1856-1927
Behavior Deviations Mental Deficiency • Behavior Problems • Speech Disorders • Crime & Delinquency • Psychoses • Psychoneuroses • Psychosomatics • Clinical Neurology • Physically Handicapped	1928-2046
Educational Psychology School Learning • Interests, Attitudes & Habits • Special Education • Educational Guidance • Educational Measurement • Educational Staff Personnel	2047-2106
Personnel Psychology Selection & Placement • Labor-Management Relations	2107-2152
Industrial and Other Applications Industry • Business & Commerce • Professions	2153-2184

SUBSCRIPTION \$7.00 A YEAR FOREIGN \$7.50

PUBLISHED MONTHLY, WITH TWO ISSUES DURING DECEMBER, AT PRINCE AND LEMON STREETS, LANCASTER, PENNSYLVANIA

BY THE AMERICAN PSYCHOLOGICAL ASSOCIATION, INCORPORATED

Entered as second-class matter July 12, 1937, at the post-office at Lancaster, Pa., under the Act of March 3, 1879. Acceptance for mailing at the special rate of postage provided for in the Act of February 28, 1925, embodied in paragraph (d-2), Section 34.40, P. L. and R. of 1948, authorized October 24, 1947.

AUTHOR INDEX¹

- Abbott, C. G., 1596
 Abrahamson, A. C., 2082
 Abrams, M., 1822
 Achhorn, A., 1969
 Ajmone-Marmar, C., 1594, 1585
 Aldrich, M. G., 2083
 Allen, A., 2032
 Alper, T. G., 1664
 Alpert, A., 1946
 Altstetter, M. F., 2065
 Altus, W. D., 1876 (a)
 American Council on Education, 2047
 Ames, L. B., 1729
 Ammons, R. B., 1709
 Anastasi, A., 1528
 Anderson, G. L., 2098
 Anderson, S. E., 1556
 Appley, L. A., 2107
 Ara, P., 1560
 Archibald, D., 1970
 Aub, J. C., 1738
 Austin, G., 1592
 Axelrod, D. W., 1867 (a), 2084
 Bacon, E. S., 2179
 Bagally, W., 1532, 1730
 Baker, K. E., 1681, 1682, 1683
 Baker, L. M., 1877
 Barkley, B. J., 1878
 Barnhart, C. L., 1828
 Baron, R. B. D., 1778 (a)
 Bartlett, N. R., 1611
 Baruk, H., 1995
 Bassett, R. E., 1779
 Baner, R. A., 1529, 1780
 Baumgarten, F., 2117
 Bayton, J. A., 1857
 Beach, F. A., 1633
 Bechterev, W., 1665
 Beck, L. P., 2054 (a)
 Beck, L. H., 1605
 Bechtel, E., Jr., 1942
 Begley, J. T., 2121
 Beller, N., 2108
 Bellows, R. M., 2167
 Bender, L., 1971, 2033
 Bender, W., Jr., 2087
 Bentley, M., 1872
 Berdie, K. F., 1879
 Berger, G., 1895
 Bersler, E., 1722
 Bergman, P., 1897, 1898, 1972
 Bernays, E. L., 1781
 Berry, L. J., 1942
 Bertelot-Berry, N. H., 1604
 Bertelheim, B., 2018
 Bettis, M. C., 1896
 Bibring, E., 1898
 Bidney, D., 1805
 Bigelow, N., 1928
 Birch, H. G., 1676
 Birge, W. R., 1666
 Birnbaum, F., 1533
 Birren, J. K., 1761
 Bishop, H. M., 2093
 Bitterman, M. E., 1676
 Black, A., 1664
 Blackman, N., 1897
 Blair, G. M., 2048
 Blankenship, A. B., 1782
 Bloch, H. A., 1823
 Mondel, C., 1717
 Bloomberg, R., 1677
 Blum, M. L., 2166
 Bois, J. S. A., 2155
 Bonaparte, M., 1654
 Bornstein, R., 1907
 Bose, G., 1973
 Bow, L., 2037
 Boyd, D. A., 1996
 Boyd, F., 1880
 Bradley, C., 1908
 Brandt, W. J., 2089
 Brady, V. A., 1731
 Bronner, A. P., 1898
 Brodin, H. W., 1898
 Brower, E., 1909
 Brown, DeWitt W., 1996
 Brown, Donald E., 2172
 Brown, M. N., 1881
 Brown, W. F., 2049
 Bruner, J. S., 1780
 Bryson, L., 1723, 1829, 1830
 Bucklow, M., 2132
 Bugental, J. F. T., 1868 (a)
 Bunch, M. R., 1679
 Bunting, E. H., 1644 (a)
 Burlingame, C. C., 1929
 Burlington, D. T., 1732, 1733
 Burnett, C. W., 2074 (a)
 Buxton, C. E., 1573, 1678
 Byrt, W. J., 2109, 2133
 Cahalan, D., 1783, 1806
 Cameron, K., 1910
 Cameron, N., 1714
 Campagnoli, M., 2019
 Campbell, J., 1807
 Carey-Treiser, C. J., 1734
 Carmichael, L., 1635 (a)
 Carter, G. C., 2075
 Cassel, R. H., 1930
 Chacko, L. W., 1613
 Chamlin, M., 1614
 Chance, M. R. A., 1636
 Chandler, A. R., 1759
 Chapanis, A., 1615, 2156
 Chaplin, C. L., 1768 (a)
 Chauncey, H., 1784
 Chein, L., 1808
 Chester, G., 1831
 Chevlin, M. R., 1905
 Clark, J. H., 1882 (a)
 Clark, K. E., 1785
 Clark, R. A., 1931
 Clarke, J. M., 1724
 Codwell, J. E., 1809
 Coffman, A. R., 1725
 Collia, J., 2035
 Cook, P. H., 2113
 Courtney, P. D., 2035
 Courtois, G., 1537
 Costa, W., 1584
 Cox, D. M., 2171
 Cramer, J. H., 1971
 Crank, H. H., 2020
 Cromwell, R. F., 1858
 Cronbach, L. J., 1883
 Crown, S., 1786
 Cruickshank, W. M., 2045
 Cruickshank, R. S., 1616
 Cuervo, L. F., 1974
 Dale, E., 2134
 Daniel Audin, E., 1997
 Dauterive, H. J., Jr., 1604
 Davidson, W. N., 1884 (a)
 Davis, R. A., 2087
 Deal, C. P., 2157
 Deemer, W. L., Jr., 2118
 DeGroot, A. F., 2100
 Dennis, W., 1760
 Deri, S. K., 1885
 Despert, J. L., 1735
 Devereux, G., 1899
 Dittmer, H. J., 1617
 Dobson, D., 1922
 Dolphin, J. E., 2045
 Dolto, F., 1900
 Donovan, J. F., 2034
 Dorsey, J. M., 1911
 Douel, J., 2180
 Doughty, J. M., 1640
 Dowley, E. M., 2080
 DuBois, P., 1679
 Du Mas, F. M., 1550
 Dutton, C. K., 1690
 Early, D. F., 2039
 Eastburn, F. E., 1535
 Edwards, W., 1616
 Ehrenfreund, D., 1680 (a)
 Elsner, K. R., 1975, 1976
 Elmsler, R. S., 1977, 1978
 Ekstein, R., 1561
 Escalona, S. K., 1597, 1744
 Eisman, M. J., 2157
 Eustace, H. J., 1947
 Evans, C. E., 2135
 Eysenck, H. J., 1786
 Fannin, L., 2069
 Farnsworth, P. R., 1736 (a)
 Farr, J. N., 1832
 Fattou, N. A., 1715
 Fear, R. A., 2119, 2120
 Federa, F., 1859
 Fehrer, E., 1923
 Ferguson, L. W., 2136
 Ferrer Olmos, J., 1925
 Fest, B., 2021 (a)
 Feuilleit, C., 2035
 Fishbein, I. L., 1998
 Fisher, M. B., 1618 (a)
 Fitzpatrick, B. H., 2158
 Flanagan, J. C., 2181
 Flowerman, S. H., 1833
 Foley, J. F., Jr., 1528, 2119, 2120
 Foster, F. M., 2032
 Foster, H., 1682, 1683
 Foulds, G. A., 1716
 Fox, B. H., 1632
 Fox, C., 1761
 Fox, W. H., 1715
 Frank, J., 2183
 Frank, M. H., 1932
 Friedenburgh, F. A., 2110
 Freeman, F. S., 2050
 Freud, A., 1667, 1736, 1737, 1738, 1912, 2081
 Fried, E. G., 1763
 Friedland, P., 1961
 Friedlander, K., 1913, 1979
 Friedman, P., 1948
 Fries, M. E., 1914
 Fromm, E., 1769
 Fruchter, B., 1668 (a)
 Fryer, D. H., 2159
 Fulton, J. S., 2137
 Funkenstein, D., 1999
 Fuortes, M. G. F., 1584, 1585
 Gagne, R. M., 1681, 1682, 1683
 Gailbraith, A. J., 2034
 Gales, R. S., 1649
 Gallagher, J. R., 2036
 Garcia Laker, D. V., 1924
 Gardiner, G., 2138
 Gardiner, R. L., 2138
 Garner, W. R., 1641, 2156
 Garrido Juan, R., 1925
 Gaskins, D. A. T., 2088
 Gestrin, J., 1684
 Gates, A. L., 1562, 1563
 Gaudet, F., 1578
 Gebhard, M. E., 1657
 Geist, H., 2046 (a)
 Gelbman, F., 2153
 Geleerd, E. R., 2000
 Gellermann, L., 2183 (a)
 Gemelli, A., 2001
 Gernandt, B., 1598
 Gerth, H. H., 1836
 Gibby, R. G., 1886
 Gilhousen, H. C., 1685 (a)
 Gilmore, J. L., 1686 (a)
 Glas, A. J., 2154
 Gleason, J. G., 2111
 Gleitsman, H., 1711
 Glock, M. D., 2057
 Glover, E., 1980
 Goddard, C. W., 2160
 Goldish, S., 1787
 Goldstein, J. M., 1824
 Gordon, D. A., 1619
 Gough, H. G., 2058
 Gould, L., 1860
 Grant, D. A., 1599, 1620
 Grant, F., 1592
 Graves, C., 1739
 Greenacre, P., 1687
 Greenblatt, M., 1999
 Gregory, J. L., 1861
 Grey, L., 1727
 Griffith, R. M., 1551
 Grotzahn, M., 1770
 Guedry, F. E., Jr., 1606
 Guhl, A. M., 1658
 Guilford, J. P., 1552, 1628 (a)
 Gunderson, E. K., 1887 (a)
 Hall, E. T., Jr., 1771
 Hall, J., 1711
 Halpern, H., 1788
 Hancock, J. W., 2139
 Hanes, R. M., 1621, 1622
 Hanks, L. M., Jr., 1810
 Harbage, M., 2065
 Hardman, J., 2036 (a)
 Harter, J. B., 1548
 Harrell, T. W., 2172
 Harris, J. D., 1642
 Harris, J. S., 1877
 Harris, M. H., 2059 (a)
 Harrison, J. M., 1688
 Harrison, W., 1623
 Hartmann, H., 1536, 1738
 Hauser, L. J. M., 2089
 Hausman, H. J., 2121
 Hayne, R., 1586
 Hector, H., 1869
 Hegeman, J. S., 1645
 Heimick, J. S., 1690
 Hendrick, J., 1898
 Hereman, H. G., Jr., 1834
 Henig, M. S., 2060
 Herman, I. L., 1689 (a)
 Heron, W. T., 1600
 Hertz, G. C., 2140
 Hersog, E. G., 1789
 Hernog, G., 1835
 Hickerson, G. X., Jr., 1867 (a), 2084
 Hildreth, G., 2061
 Hilgard, E. R., 1537, 1690
 Himes, H. W., 1643 (a)
 Hoffer, W., 1740, 1981
 Holland, H., 1825
 Holmes, J. A., 2161
 Holsooper, Q., 1578
 Hoppe, R., 1862
 Horowitz, M. W., 1624
 Horral, B. M., 2090, 2091
 Hovey, H. B., 1888
 Hovland, C. I., 1691
 Humphrey, B. M., 1660
 Hunter, R. A., 2076
 Hutchinson, B., 1790
 Hyman, H., 1797
 Ichheiser, G., 1772
 Imberman, A. A., 2173
 Irion, A. L., 1692, 1693
 Ivy, A. C., 2051
 Jackson, H., 2034
 Jacobs, Leland B., 2065
 Jacobs, Lydia, 1915
 Jacobson, E., 1933
 James, A. A., 1773
 Jenkins, J. J., 1832
 Jensen, A., 1608
 Jentoft, B., 2002
 Jéquier, M., 2037
 John-Heine, P., 1836
 Johnson, A. M., 1741
 Johnson, B. E., 1601
 Johnson, E. P., 1625, 1631
 Johnson, W., 1967
 Jones, F. N., 1644 (a)
 Jones, H. E., 1742 (a)
 Jones, M. H., 2122 (a)
 Jones, O. R., 1599
 Jurgensen, C. E., 2112, 2141
 Kahn, H., 2062
 Kahn, L. A., 1819
 Kahn, S. D., 1602
 Kamm, A., 2003
 Kangan, M., 2113
 Kanner, L., 1949
 Kardiner, A., 1791
 Katz, Daniel, 2142
 Katz, David, 1546
 Kehm, H. D., 2104
 Kennedy, J. L., 1635 (a)
 Kientzle, M. J., 1694, 1695 (a)
 Kimble, G. A., 1696
 Kirchheimer, B. A., 1867 (a), 2084
 Kirman, B. H., 2038
 Klein, E., 1743
 Klein, R., 2039
 Kleinschmidt, H. J., 2004
 Klineberg, O., 1811
 Kluckhohn, C., 1792
 Knott, J. R., 1586
 Knowles, E. A. G., 1659
 Knox, E. O., 1812
 Komarovskiy, M., 1813
 Kracauer, S., 1837
 Krapf, E. E., 2022
 Krathwohl, W. C., 2063
 Kriesberg, M., 1793, 1838
 Kris, E., 1536, 1738, 1898
 Kries, E. M., 1889
 Kristiansen, K., 1587
 Kroeber, A. L., 1794
 Krugman, H. E., 1839
 Krugman, M., 1814
 Kubie, L. S., 1574, 1898
 Kuder, G. F., 1926
 Kuhn, H. S., 2162
 Lagache, D., 1538
 Lambert, W. W., 1603
 Lampi-De Groot, J., 1950
 Lasarus, L. N., 2135
 Laswell, H. D., 1774, 1840
 Lavery, R., 1763
 Lawrence, M., 1645
 Lawson, F., 1795
 Lazarfeld, P. F., 1841
 LeBaron, W. A., 2101
 Lechat, F., 1951
 Ladden, J. E., 1539
 Leeper, E., 1670 (a)
 Lehman, E., 1952
 Lehman, H. C., 1671
 Lehner, G. F. J., 1887 (a), 1890
 Leichty, V. E., 2092
 Leigh, R. D., 1842
 Leiserson, A., 1796
 Leitch, M., 1744
 Lennox, W. G., 2040
 Levy, K. F., 1953
 Levy, N., 1705
 Lewin, B. D., 1564
 Lewy, E., 1565
 Lichtenstein, B. W., 1588
 Liddell, H. S., 1934 (a)
 Lightfoot, C., 1843, 1844
 Lindsey, D. B., 1589, 1594
 Linton, R., 1815
 Lipman, E. A., 1646
 Lippman, H. S., 1982
 Lit, A., 1626
 Little, K. L., 1816
 Lloyd-Jones, E., 2085
 Locke, N., 2163
 London, I. D., 1540, 1541
 Lorge, I., 1566, 1845
 Lorimer, F. M., 1590
 Lourie, A., 1817
 Lowenfeld, M., 1891
 Lowenstein, R. M., 1536
 Luchins, A. S., 1575
 Ludvig, E. J., 1627
 McBee, M., 1935
 McCarthy, D., 2064
 McCarthy, R. G., 1954
 McCreary, J. K., 1697
 McCulloch, W. S., 1591
 McDonald, R. W., 2102
 MacDougall, C. D., 1846
 McGinnies, E., 1672
 McGraw, R. B., 1764
 McIntosh, M. C., 2052
 McKee, R., 1749
 McQuaig, J. H., 2123
 Magaret, A., 1714
 Magoun, H. W., 1589, 1594
 Mahler, M. S., 1955, 1956
 Malamud, D. L., 1896
 Malamud, R. F., 1896
 Mallinger, B., 1760
 Malsberg, B., 2005
 Manheimer, D., 1797
 Mann, C. W., 1604
 Marosero, F., 1585
 Marrow, A. J., 2143
 Mas de Ayala, I., 2023
 Masland, R. L., 1592
 Maslow, A. H., 1542
 Mason, H. M., 1847 (a)
 Mason, R. L., 2144
 Maule, H. G., 2164
 Mayfarth, F., 2065
 Mend, L. C., 1655 (a)
 Mend, M., 1848, 1849
 Meier, N. C., 1798
 Meignat, P., 1957
 Meister, D., 1745
 Meng, H., 1859
 Menninger, K., 1567
 Mercer, A., 2165
 Merritt, H. H., 2041 (a)
 Merton, R. K., 1841
 Meyers, R., 1586
 Michael, W. B., 1553 (a), 1628 (a)
 Miles, W. R., 1605
 Miller, J. S. A., 2004
 Millspaugh, M., 1850
 Mints, A., 2166
 Mira y Lopez, E., 1576
 Moehlig, R. C., 1958
 Moloney, J. C., 2673
 Moore, R. A., 1765
 Morgan, C. T., 2156
 Morgan, D. H., 2076
 Moriot, —, 2124
 Morin, J. E., 2103
 Mosier, J. F., 1926
 Moss, L., 1799
 Mote, F. A., 1620
 Mueller, E. E., 1959
 Murphy, G., 1718
 Murphy, M. M., 1884 (a)
 Murray, H. A., 1775
 Murray, J. E., 2066
 Myra, E. E., 2105 (a)
 Nann, B. M., 1610
 National Academy of Sciences, 1554
 Neisser, U., 1602
 Nejelaki, L., 2174
 Neterer, E., 2065
 Newton, B. W., 1884 (a)
 Nielson, J. A., 2125
 Nuckols, R. C., 1800
 Nunberg, H., 1660
 Nuttin, J., 1698
 Oates, W. J., 1851
 Oberndorf, C. P., 1916
 O'Brien, C. C., 2145
 O'Connor, Z., 1578
 Olander, H. T., 2093
 Olson, W. C., 2065
 O'Malley, R. H., 2146
 Onchi, Y., 1647
 Orleans, J. S., 2104
 Ostrom, S. R., 2094
 Owen, T. V., 1960
 Oxlade, M. N., 2147
 Page, H. E., 1577
 Pap, A., 1852
 Parkyn, G. W., 1746
 Parmenter, M. D., 1858
 Parria, H. L., 2121
 Parry, H. J., 1818
 Parsons, E. H., 1936
 Passay, G. E., 1577, 1606
 Paterson, D. G., 2148
 Pauker, R. S., 1653
 Pearson, G. H. J., 1917
 Peatman, J. G., 1555, 1556
 Peckoux, —, 2126
 Peik, W. E., 2102
 Peixotto, H. E., 1699
 Penfield, M. J., 1610
 Penrose, L. S., 1943
 Peres Arciniega, P., 1629
 Peters, H. M., 1661
 Petersen, J. M., 1549
 Peterson, J. C., 2105 (a)
 Pfeffer, A. Z., 1961
 Pfister, O., 1983
 Phelps, W. M., 2042
 Philip, B. R., 1699
 Philipp, C., 1870
 Phipps, M. J., 1747 (a)
 Piaget, J., 1543, 1607
 Pichon-Rivière, E. J., 2024
 Pious, W. L., 2006
 Pitts, W., 1591
 Plenderleith, E. M., 2103
 Plotke, P., 1748
 Podolsky, E., 1568
 Polansky, G., 1921
 Pollack, L., 1648
 Pollard, D. R., 2149
 Pool, J. L., 1901
 Porter, P. B., 1700 (a)
 Preston, H. O., 2127
 Preston, M. G., 1819
 Quenouille, M. H., 1553
 Raftery, H., 1663
 Rafferty, J. A., 2118
 Rank, B., 1674
 Rapaport, Y., 2025
 Raphael, W., 1803
 Rarick, G. L., 1749
 Rasovsky, A., 2026
 Ratosh, P., 1630
 Ratman, A. L., 1750
 Razran, G., 1701, 1702, 1703
 Rea de Acosta, T., 1918, 1962
 Redl, F., 1902
 Rees, L., 2007
 Reich, A., 1728
 Reid, L. S., 1711
 Reik, T., 1569
 Reiss, P., 1984
 Rensford, E. N., 1919
 Reys, A., 1663
 Ridenour, N., 1863
 Riecken, H. W., 1780
 Riesch, K. P., 2077
 Riggs, L. A., 1631

(Continued on Cover 3)

1949 DIRECTORY

AMERICAN PSYCHOLOGICAL ASSOCIATION

1515 MASSACHUSETTS AVENUE N. W.

WASHINGTON 5, D. C.

In the alphabetical list of 6735 members, the 1949 Directory of the Association gives the names of the members, their addresses, their present positions, their last degrees, and their class of membership. Membership lists for the Divisions of the Association, the lists of Diplomates in the fields of clinical, industrial, and counseling of the American Board of Examiners in Professional Psychology, the By-Laws, and a geographical and institutional index of members are included. The editor is Helen M. Wolfe of the Association staff. 250 pages, \$2.00.

SAMPLE ENTRIES

- | | |
|--|---|
| Hsu, En Hsi Dept. Psych, Catholic Univ, Washington 17, D. C. A. | Humphreys, Lloyd G. School of Education, Stanford Univ, Stanford, Calif. Assoc. prof. educ. and psych. PhD 38. A 5; F 2, 19. |
| Hubbard, Dr. Ruth M. VA Hosp, Waco, Tex. Chief clin. psych't. PhD 27. Dipl.-Cl. F 12. | Hunsicker, Mr. Albert L. Committee on Human Development, Univ. of Chicago, Chicago 37, Ill. Stud. MA 39. A. |
| Huber, Mr. Jack T. VA Mental Hygiene Service, Medical Division, N. Y. Regional Office, 252 Seventh Ave, New York, N. Y. VA trainee. MA 47. A '48. | Hunt, Dr. Howard F. Dept. Psych, Univ. of Chicago 37, Ill. Assoc. prof. PhD 43. F 12. |
| Hubert, Mr. Clair E. Dept. Psych, Univ. of Cincinnati, Cincinnati 21, Ohio. Asst. prof. MA 34. A 10, 17. | Hunt, Dr. J. McV. Institute of Welfare Research, Community Service Society, 105 East 22nd St, New York 10, N. Y. Dir. PhD 33. Dipl.-Cl. F 3, 8, 9, 12. |
| Huddleson, Dr. James H. VA Regional Office, Lincoln Bldg, Portland 4, Oreg. Chief, Mental Hyg. Clinic. MD 13. A. | Hunt, Mary Louise. 1252 Talbert St. S. E, Washington, D. C. A '48. |
| Huddleston, Miss Edith M. Educational Testing Service, Princeton, N. J. Head, Soc. Studies Sect. AM 40. A 5. | Hunt, Dr. Thelma Dept. Psych, George Washington Univ, Washington 6, D. C. F 5, 12. |
| Hudgins, Mr. Clarence V. Clarke School for the Deaf, Northampton, Mass. Dir. resch. PhD 32. F. | Hunt, Prof. William A. Dept. Psych, Northwestern Univ, Evanston, Ill. Prof. psych. and biol. PhD 31. Dipl.-Cl. F 2, 3, 8, 9, 12, 19, 20. |
| Hudson, Dr. Bradford B. Dept. Psych, Rice Institute, Houston, Tex. Asst. prof. PhD 47. A. | Hunt, Mr. Wilson L. Boston State Hosp, 591 Morton St, Dorchester Center 24, Mass. Clin. psych't. AM 47. A '49. |
| Huesman, Miss Mary A. Bureau of Child Study, Board of Education, Room 724, 228 N. LaSalle St, Chicago 1, Ill. Psych't. MA 28. A 16; '48. | Hunter, Dr. Elwood C. Dept. Education, Tulane Univ, New Orleans 15, La. Head of dept. PhD 35. A 5, 15. |
| Huey, Edith H. 1364 1/2 Forsythe Ave, Columbus 1, Ohio. Sch. psych't, Bd. Educ. MA 43. A 16. | |

AVAILABLE ISSUES OF PSYCHOLOGICAL ABSTRACTS

YEAR	VOL- UME	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	INDEX	PRICE PER NUM- BER	PRICE PER VOLUME
1927	1	1	2	3	4	5	6	7	8	9	10	11	12	13	\$.75	\$7.00
1928	2	-	2	3	4	-	-	7	-	-	-	-	-	-	\$.75	\$3.00
1929	3	1	2	3	4	5	6	7	8	9	10	11	12	13	\$.75	\$7.00
1930	4	-	2	3	4	5	6	7	8	9	10	11	12	13	\$.75	\$7.00
1931	5	1	2	3	4	5	6	7	8	9	10	11	12	13	\$.75	\$7.00
1932	6	1	2	3	4	5	6	7	8	9	10	11	12	13	\$.75	\$7.00
1933	7	1	2	3	4	5	6	7	8	9	10	11	12	13	\$.75	\$7.00
1934	8	1	2	3	4	5	6	7	8	9	10	11	12	13	\$.75	\$7.00
1935	9	1	2	3	4	5	6	7	8	9	10	11	12	13	\$.75	\$7.00
1936	10	-	-	3	-	5	6	7	8	9	10	11	12	13	\$.75	\$7.00
1937	11	-	2	-	-	-	-	-	-	-	-	-	-	-	\$.75	\$.75
1938	12	-	-	-	-	-	-	-	8	9	10	11	12	13	\$.75	\$4.50
1939	13	-	-	-	-	-	-	-	-	-	-	-	-	13	\$.75	\$.75
1940	14	1	2	3	4	5	6	7	8	9	10	11	12	13	\$.75	\$7.00
1941	15	1	2	3	4	5	6	7	8	9	10	11	12	13	\$.75	\$7.00
1942	16	1	2	3	4	5	6	7	8	9	10	11	12	13	\$.75	\$7.00
1943	17	1	2	3	4	5	6	7	8	9	10	11	12	13	\$.75	\$7.00
1944	18	1	2	3	4	5	6	7	8	9	10	11	12	13	\$.75	\$7.00
1945	19	1	2	3	4	5	6	7	8	9	10	11	12	13	\$.75	\$7.00
1946	20	1	2	3	4	5	6	7	8	9	10	11	12	13	\$.75	\$7.00
1947	21	1	2	3	4	5	6	7	8	9	10	11	12	13	\$.75	\$7.00
1948	22	1	2	3	4	5	6	7	8	9	10	11	12	13	\$.75	\$7.00
1949	23	1	2	3	4	5	6	7	8	9	10	11	12	13	\$.75	\$7.00
1950	24	By subscription, \$7.00													\$.75	—

List price, Volumes 1 through 23
20% discount

\$142.00
28.40

Net price, Volumes 1 through 23

\$113.60

Information about the Psychological Abstracts: the journal is published 13 times per year, the regular December issue and the Index (#13) both appearing in December.

Information about prices: Back volumes are uniformly \$7.00 per volume and \$.75 per issue. The price for any volume through these years is either the sum of the prices of the individual numbers available or the price of the volume, whichever is less. For foreign orders \$.25 per volume should be added. The American Psychological Association gives the following discounts on any one journal:

10% on orders of \$ 50.00 and over
20% on orders of \$100.00 and over
30% on orders of \$150.00 and over

Current subscriptions and orders for back numbers and volumes should be addressed to:

AMERICAN PSYCHOLOGICAL ASSOCIATION, INC.
1515 Massachusetts Avenue, N.W.
Washington 5, D. C.

Psychological Abstracts

VOLUME 24

NUMBER 4

APRIL 1950

GENERAL

1528. Anastasi, Anne, & Foley, John P., Jr. *Differential psychology; individual and group differences in behavior.* (2nd ed.) New York: Macmillan, 1949. xv, 894 p. \$5.50.—Four new chapters have been added to this revised text which consider basic concepts of psychological testing, the biological and psychological factors in simple behavior development, and the effect of schooling upon intelligence. The developmental approach is emphasized in greater degree than in the earlier edition. All chapters in the book have been re-written in a greater or less degree. (See 11: 3501.)—J. Brožek.

1529. Bauer, Raymond A. (*Harvard U., Cambridge, Mass.*) *The genetics controversy and the psychological sciences in the USSR.* *Amer. Psychologist*, 1949, 4, 418-421.—The controversy over genetic theory in the Soviet Union has spread to psychology and psychiatry. Statements by various Soviet authors are cited which show that inheritance is unstable and not important. "While we are primarily concerned with the meaning of theories they were concerned with the 'effect' of these theories on the people who use them and on other people in society. Science in the Soviet Union has become progressively less empirical in its search for laws."—R. Mathias.

1530. Spiel, Oskar. *Optimistische Lebensführung.* (Optimistic conduct of life.) *Int. Z. Indiv.-Psychol.*, 1948, 17, 108-120.—An individual's conduct of life is manifested in his attitude towards fellow men, vocation, and love, in his handling of these 3 basic human problems. Improvement requires self-knowledge and awareness of the unconscious forces which were formed by infantile experience. These are detected by examination of typical reactions and of ego-ideals. Insight must lead to a responsible will to change which individual psychology "demands" and for which it supplies the courage. Inferiority feelings may stimulate the utilization of insight.—C. Bever.

1531. Waddington, C. H. *Science and belief.* *Int. J. Psycho-Anal.*, 1947, 28, 123-130.—Types of internal balance which may be set up within the complexes of the modern tendency to schismogenesis require investigation. A secondary ideal which contrasts with the primary symbol in such a way as to furnish a relationship between 2 entities of a different order is suggested. Modern science is one of the most compelling and effective of the possible candidates for the position of internal authority in the human belief-structure. The authority of science

gives its sanction to the attitude of logical thought continually checked by the empirical appeal to experiment and is supplemented by the quite different ideal of the creative artist.—L. N. Mendes.

THEORY & SYSTEMS

1532. Baggally, W. *A generalized hedonic theory of the ego.* *Int. J. Psycho-Anal.*, 1947, 28, 179-197.—Mathematical formulae, based on tensor calculus, are linked with psychological concepts in the expression of a generalized hedonic theory which includes "different kinds of pleasure." This is a further development of the author's previously published restricted theory (see 16: 2217). Resolutions for some difficulties of the restricted theory are given. Applications of the generalized theory undertake to bring within the grasp of the pleasure-principle phenomena—such as jealousy and revenge—which have previously remained inadequately explained in terms of the principle.—L. N. Mendes.

1533. Birnbaum, Ferdinand. *Inferno, Purgatorio, Paradiso.* *Int. Z. Indiv.-Psychol.*, 1948, 17, 97-108.—Adler's psychological conceptions are briefly expounded with reference to the allegory of Dante's progress from the Inferno to the Paradiso. Man locks himself into the hell of emotional illness isolated by inferiority feelings and self-deification, by discouragement and power drives. In the therapeutic effort towards self-knowledge no one can be spared the mild fires of purgatory, hard labor and anxiety. According to individual psychology, a universal human dignity, feelings of relatedness, and fellowship are held to be the hallmark of the highest level, paradise.—C. Bever.

1534. Coutu, Walter. (*Pennsylvania State Coll., State College.*) *Emergent human nature.* New York: Alfred A. Knopf, 1949. xv, 432 p. \$3.75.—Incorporating the contributions of G. H. Mead within the framework of operationalism and field theory, the author works out an analysis of individual and social behavior in terms of the unit process—tendency-in-situation, which he shortens to "tinsit." Human nature, here defined as the ability to communicate on the symbolic level, is mistakenly identified in popular thought with the congeries of common tinsits, sometimes called instincts, but in fact the products of specific socio-cultural situations. Personality, or the personic system, represents an emergence from those tinsits, common and individual, which are consistently aroused by meaningful stimuli. Meaning involves selection and role-taking. The selectors, "substitutes for free will," include physiological factors, status and role, language, tradition,

etc. One learns to know oneself by taking the role of others toward his own system of meanings or probable behavior in recurring situations. Each of the 12 chapters is introduced by an outline of the content. Three interludes apply the principles that have been developed to current social issues. 5-page bibliography.—*M. R. Sheehan.*

1535. Eastburg, Frederick E. *Philosophies in brief*. Boston: Bruce Humphries, 1949. 78 p. \$2.50.—Short introductions are given to some current schools—idealism, materialism, rationalism, empiricism, naive realism, and naturalism. Of most interest to psychologists will be an account of some theories of Wm. McDougall.—*W. L. Wilkins.*

1536. Hartmann, Heinz, Kris, Ernst, & Loewenstein, Rudolph M. *Notes on the theory of aggression*. In *Freud, A., et al., The psychoanalytic study of the child*, (see 24: 1738), 9-36.—An attempt is made to explore Freud's notion that the aggressive impulses were manifestations of an independent primary aggressive drive. The authors compare and contrast the psychological manifestations of libido and aggressive drive, and discuss the zone-unspecificity of aggressive impulses, the aims of aggression, the mechanisms used to modify the impact of aggressions and the fusion phenomena between aggressive impulses and libido. The genetic development is traced along the well-known lines of psycho-sexual development. The authors show how internalization of aggression contributes to the formation of the superego, and how the ego must be equipped to neutralize aggressive impulses.—*W. Gruen.*

1537. Hilgard, Ernest R. (Stanford U., Calif.) *Human motives and the concept of the self*. *Amer. Psychologist*, 1949, 4, 374-382.—In order to understand how human motives affect human conduct it is necessary to deal with the question of how problems arising by the so-called defense-mechanisms or mechanisms of adjustment influence us. In reviewing the mechanisms of adjustment in motivational theory the author points out the lack of systematic treatment, and the paucity of carefully formulated experimentation. The assumption is made that "all the mechanisms imply a self-reference, and that the mechanisms are not understandable unless we adopt a concept of the self." Three aspects of the concept of the self are discussed. (1) The mechanisms and the self. (2) The self present in awareness. (3) The inferred self. The establishment of laboratories for the study of psychodynamics is recommended. Psychologists who work in these laboratories will stem from heterogeneous backgrounds, yet they will be united in their scientific research.—*R. Mathias.*

1538. Lagache, Daniel. *De la psychanalyse a l'analyse de la conduite*. (Psychoanalysis as the analysis of behavior.) *Rev. franç. Psychanal.*, 1949, 13, 97-118.—An introduction traces the growth of psychoanalysis, particularly its relation to genetic psychology, its influence on social psychology and projective testing, and its emphasis on personality as a totality. The original definition of analysis as an exploration of the unconscious has been super-

seded by the investigation of the ego in all its intra-personal and external relationships. The analyst spends his time in a four-fold observation of behavior: personal history, present environment, the analytical situation, the physical self. The motivation of human behavior is conflictual; integration is selective; analytical cure is a learning situation. The analyst expresses his basic goodwill not by outer signs of affability and spurious approbation but by an objective austerity. 23 references.—*G. Rubin-Rabson.*

1539. Ledden, J. E. (Mount Holyoke Coll. South Hadley, Mass.) *The nature of philosophical problems*. *Phil. phenomenol. Res.*, 1948, 9, 251-268.—There exist 3 types of philosophical problems: (1) problems having to do with the connotative meaning of given terms (e.g., truth, knowledge, etc.); (2) problems concerning denotative meaning, or existential questions (e.g., is there any reality?); (3) problems having to do with the formulation of general principles (e.g., is stealing wrong?). Semantical problems constitute the core of all 3 types. The nature of these semantical problems and the methods for their solution are considered. Spanish summary.—*F. Heider.*

1540. London, Ivan D. (Tulane U., New Orleans, La.) *The concept of the behavioral spectrum*. *J. genet. Psychol.*, 1949, 74, 177-184.—The psychologist must (1) "determine the distributions or spectra of behavior to be employed in behavioral analysis," (2) carefully set up behavioral spectra, which at one end "have the general question of . . . [what] . . . features are common to almost all possible behavioral states or individuals," and at the other those features pertaining "to a given individual in a particular one of his states," and (3) devise schemes for analysis and prediction of both present and future phenomena. He must, in considering convergent and divergent phenomena, utilize analogous rational schemes from physics, and always define his "symbols." It is pointed out that "the concept of the behavioral spectrum allows us in practice to bridge somewhat the hiatus between the demands of our convergent-mindedness and the divergence of human events."—*R. B. Ammons.*

1541. London, Ivan D. (Tulane U., New Orleans, La.) *The role of the model in explanation*. *J. genet. Psychol.*, 1949, 74, 165-176.—"Fundamentally all explanation proceeds in terms of models." In psychology we require that these models have "critical punctate correspondences" with reality. The value of such freely constructed models (which are analogous to those of quantum theory) exists only in so far as "these conceptualizations [are] of service in enabling us briefly and pregnantly to encompass the details of our observations. Caution must be exercised in extrapolation of successful concepts to cover the divergent behavior of man, where experimental observation is limited. And it must be remembered that the concepts are our contrivances and have power only as delegated by the inventor. Furthermore, since these explanations of

the present are based on the selection of past significant events, new findings may require modification of the models."—R. B. Ammons.

1542. Maslow, A. H. (Brooklyn Coll., New York.) **The expressive component of behavior.** *Psychol. Rev.*, 1949, 56, 261-272.—A distinction can be made between expressive and coping components of behavior. Coping is purposive, motivated, more determined by environmental variables, more often learned, more easily controlled, and designed to cause changes in the environment. Expression is more often unmotivated, determined by the state of the organism, more often unlearned, often uncontrolled, not designed to do anything, and an end in itself. Character structure is better revealed in expressive behavior. Neurotic symptoms are characteristically coping, while in catastrophic breakdown behavior has no particular function. Some applications of these ideas to problems of psychodynamics are made.—R. B. Ammons.

1543. Piaget, Jean. (U. Geneva, Switzerland.) **Le problème neurologique et l'intériorisation des actions en opérations réversibles.** (The neurological problem of inner activity in reversible operations.) *Arch. Psychol., Genève*, 1949, 32, 241-258.—The term reversible is employed as in mathematics, logic, and physics, and not in the usual neurological sense. One aspect of this process is the formation of mental images, as in the case of a child who opens and shuts his mouth in anticipation of trying to open a box. To the law of progressive interiorization of conduct and motion must be added organization and progressive equilibrium. Certain laws of equilibrium and organization determine maturation itself. There are common neurological and psychological laws that explain the condition of progressive equilibration and those laws are more important than those of maturation. The progressive growth of reversibility is the essential character of equilibration. Such a formula constitutes only a general approximation, but it is in this direction that a real synthesis could be found between neurological and psychological principles and structures based on the deductive plan of logic or mathematics.—G. E. Bird.

1544. Trimmer, John D. (U. Tennessee, Knoxville.) **Instrumentation and cybernetics.** *Sci. Mon.*, N. Y., 1949, 69, 328-331.—Discussing the relations of instrumentation, cybernetics, system response leads to the suggestion "that the ultimate superinstrumentation taking shape might be a broadened cybernetics, as follows: 1) *Observation*—generation of information by: instruments, sense organs, computing machines, brains. 2) *Communication*—transfer of information by: devices of communication engineering, nerves, language. 3) *Control*—transformation and use of information by: regulators and servos, organisms, societies."—B. R. Fisher.

1545. Wolpe, Joseph. (U. Witwatersrand, Johannesburg, South Africa.) **An interpretation of the effects of combinations of stimuli (patterns) based on current neurophysiology.** *Psychol. Rev.*, 1949, 56, 277-283.—Individual responses appropriate to

two stimuli presented together in a temporal or spatial pattern may be mutually reinforced, inhibited, or otherwise modified. The combination must be assumed to have a special additional effect on the organism not produced by either of the constituents. Physical interaction appears to be quite unusual, although in some cases an interactive effect may appear in a sense organ. Gestalt psychology makes little specific attempt to account neurophysiologically for patterning phenomena, while Hull seems to have made the mistaken assumption that interaction produces changes in the characteristics of the impulses. After a brief review of neurophysiology, it is proposed that "when two stimuli act in combination, they activate not only the neurones that each acting alone would have activated but also certain other neurones."—R. B. Ammons.

METHODS & APPARATUS

1546. Katz, David. **Der Skriptochronograph.** (The scriptochronograph.) *Beih. Schweiz. Z. Psychol. Anwend.*, 1949, No. 18, 85-90.—An apparatus is described which allows the recording of the temporal pattern of writing and other movements. An electric current is passed through a metal "pen" and through treated paper, on which the writing appears. By breaking the current regularly a broken line is produced which indicates speed of movement. Several problems are mentioned for the investigation of which the apparatus would be useful.—R. B. Ammons.

1547. Webster, David D. (U. Minnesota, Minneapolis.) **An automatic testing and recording device for experiments in extrasensory perception.** *J. Parapsychol.*, 1949, 13, 107-117.—A combination of teletype equipment, time-delay relays, and electrical counters constitute the main features of a new apparatus for use in tests of extrasensory perception (ESP). The sequence of symbols drawn from a standard deck of ESP cards may be rapidly recorded on standard teletype tape. The tapes may provide the target information, or the stimuli for tests of clairvoyance. Responses of subjects are automatically recorded on similar tapes. Hits are tallied automatically.—B. M. Humphrey.

(See also abstracts 1640, 1679, 1775)

NEW TESTS

1548. Harker, John B. (Pennsylvania Co. for Banking and Trusts, Philadelphia.) **A dictation test for quick administration.** *Personnel J.*, 1949, 28, 180-184.—To save time in testing candidates for stenographic jobs, the applicants may be required to read back their dictation rather than type it. Material for dictation at various levels of readability should be prepared, but it should not contain technical terms likely to be unfamiliar to applicants. Readability may be determined by Flesch's formula. After the material is selected, it should be arranged so that there are an average of ten words per line and an equal number of syllables per line. A table giving

the elapsed time per line for various speeds of dictation from 80 to 120 words per minute can then be used in administering the dictation test. After the shorthand skill has been determined, the stenographic skill can be quickly determined by having her type one of the letters she has read back successfully.—*M. B. Mitchell.*

1549. Petersen, Jane M. (*Illinois Civil Serv. Comm., Springfield.*) An Illinois group activity test. *Publ. Personnel Rev.*, 1949, 10, 222-225.—This is a description of a test for selecting Recreation Aides. The test is a group activity situation in which the candidates participate in games, folk-dancing, and athletic activities. The test has been given in 6 different locations with ratings made of the participants by a traveling examining board of 3 personnel technicians. No validation studies have yet been made but the technique appears to have face validity and it has been very well received.—*H. F. Rothe.*

STATISTICS

1550. Du Mas, Frank M. (*Florida State U., Gainesville.*) The coefficient of profile similarity. *J. clin. Psychol.*, 1949, 5, 123-131.—"This paper attempts to derive a meaningful index of the similarity of one profile to another. The distributions of this index are ascertained and an error term rationalized. Tables were constructed so that little or no computation is necessary. These tables yield not only the index, called the coefficient of profile similarity, r_p , but the value of r_p , necessary for a test of the null hypothesis at six different levels of confidence. The emphasis of this paper has been to derive a statistic and its error term that could be used routinely by psychologists. This statistic may be applied to test batteries as well as to tests. Its greatest utility may well be in the psychological clinic, vocational guidance, and personnel selection."—*L. B. Heathers.*

1551. Griffith, R. M. (*U. Kentucky, Lexington.*) Odds adjustments by American horse-race bettors. *Amer. J. Psychol.*, 1949, 62, 290-294.—The socially determined betting odds express (reciprocally) a psychological probability while the percentage of winners at any odds group measures the true probability; any consistent discrepancy between the two may cast light not only on the specific topics of horse-race betting and gambling but on the more general field of the psychology of probabilities. Data were obtained from a total of 1386 races. The analysis indicates that the odds are, on the average, correct reflections of the horses' chances. The indifference-point occurs at odds of 6.1 with short-odded horses being underevaluated and an over-evaluation of those long-odded horses. The relations between these findings and some previous reports on probabilities are pointed out.—*S. C. Ericksen.*

1552. Guilford, J. P., & Michael, William B. (*U. Southern California, Los Angeles.*) Changes in common-factor loadings as tests are altered homogeneously in length. *Amer. Psychologist*, 1949, 4, 393.—Abstract.

1553. Quenouille, M. H. (*Marischal Coll., Aberdeen, Scotland.*) The analysis of covariance and non-orthogonal comparisons. *Biometrics*, 1948, 4, 240-246.—Orthogonality defined by F. Gates as that property of a design which ensures that the different classes of effects to which the experimental material is subject shall be capable of direct and separate estimation without entanglement is a desired feature of any design but unfortunately the design of experiments cannot always be determined prior to the commencement of an experiment, while experiments which are planned as orthogonal are frequently confounded by extraneous causes. The application of the analysis of covariance in non-orthogonal comparisons is demonstrated with data from Yates' experiment on the growth (in terms of total bird weights) of cockerels and pullets under 3 different treatments.—*F. C. Sumner.*

(See also abstract 1883)

ORGANIZATIONS

1554. National Academy of Sciences. Organisation. *Proc. nat. Acad. Sci., Wash.*, 1949, 35, 423-452.—A list of the members, classified by sections, officers, and committees of the Academy, with addresses.—*M. M. Berkun.*

1555. Peatman, John Gray. [Chairman.] Policy and plans of the APA. II. Divisional autonomy versus centralized authority. *Amer. Psychologist*, 1949, 4, 383-384.—Since the APA is both centralized and decentralized in its structure and functioning, several specific questions about divisional autonomy versus centralized authority are discussed. (1) Division finances, (2) Division membership requirements, (3) Divisional representation to the council, (4) Convention program. Ultimately the question is raised whether the present compromise—i.e. maximum freedom of each division compatible with the aims and standards of the APA—is a satisfactory one.—*R. Mathias.*

1556. Peatman, John Gray. [Chairman.] Policies and plans of the APA: III. Membership standards. *Amer. Psychologist*, 1949, 4, 422-425.—The total membership of the APA has more than doubled since 1942. The question arises whether the emphasis should be placed on, (1) accreditation of individuals, (2) a large companionship organization, or (3) both of these.—*R. Mathias.*

HISTORY & BIOGRAPHY

1557. ———. Sigmund Freud. *Bull. Menninger Clin.*, 1949, 13, portrait frontispiece facing p. 141.

1558. ———. Ernest R. Hilgard. *Amer. Psychologist*, 1949, 4, 373.—Portrait.

1559. ———. Francis W. Irwin. *Amer. Psychologist*, 1949, 4, 427.—Portrait.

1560. Ara, Pedro. (*U. Madrid, Spain.*) Cajal en la medicina española. (Cajal in Spanish medicine.) *Día med., B. Aires*, 1949, 21, 1721-1722.—The life

and work of S. Ramon y Cajal, Spanish neurologist, are briefly recalled. Portrait.—F. C. Sumner.

1561. Ekstein, Rudolf. (Menninger Foundation, Topeka, Kans.) A biographical comment on Freud's dual instinct theory. *Bull. Menninger Clin.*, 1949, 13, 172-175.—Certain personal problems of Freud are felt to be contributing causes for the introduction of the death instinct theory. The article stresses the beginning stages of his fatal illness, his feelings about aging, and his observations on the play of his small grandson Ernst, whose mother, Freud's daughter Sophie, died when the boy was 5½ years old.—W. A. Varvel.

1562. Gates, Arthur I. (Teachers Coll., Columbia U., New York.) Edward L. Thorndike: 1874-1949. *Psychol. Rev.*, 1949, 56, 241-243.—Portrait and obituary.

1563. Gates, Arthur I. (Columbia U., New York.) The writings of Edward L. Thorndike. *Teach. Coll. Rec.*, 1949, 51, 20-31.—Thorndike has 441 publications which are here reviewed to illustrate his contributions to a variety of fields in psychology.—G. E. Bird.

1564. Lewin, Bertram D. Child psychiatry in the 1830's—three little homicidal monomaniacs. In Freud, A., et al., *The psychoanalytic study of the child*, (see 24: 1738), 489-493.—3 cases of children with homicidal tendencies are presented out of Esquirol's book "*Maladies Mentales*," which was published in 1838. In 2 of the cases some case history material is included and extensive observations on the child's behavior is given. Esquirol's conclusions emphasize the child's responsibility towards his parents.—W. Gruen.

1565. Lewy, Ernst. Ernst Simmel: 1882-1947. *Int. J. Psycho-Anal.*, 1947, 28, 121-123.—Obituary.

1566. Lorge, Irving. (Teachers Coll., Columbia U., New York.) Edward L. Thorndike's publications from 1940 to 1949. *Teach. Coll. Rec.*, 1949, 51, 42-45.—In the appended bibliography, the titles are listed by the year of publication. During the period, Thorndike published at least 60 articles, lectures and books. More than a fifth deal with the psychology of semantics, another fifth is devoted to the psychology of human nature in the social setting.—G. E. Bird.

1567. Menninger, Karl. Contributions of A. A. Brill to psychiatry. *Bull. Menninger Clin.*, 1949, 13, 185-187.—Psychiatry is indebted to Brill for his example of an "indomitably optimistic, honest and courageous spirit" as well as his contributions to establishing psychoanalytic psychiatry in America.—W. A. Varvel.

1568. Podolsky, Edward. (183 Avenue O, Brooklyn 4, N. Y.) Franz Anton Mesmer and the hypnotic trance. *Med. Wom. J.*, 1949, 56, 45-47.—A sketch is given of the life and work of Franz Anton Mesmer.—F. C. Sumner.

1569. Reik, Theodore. Fragment of a great confession: a psychoanalytic autobiography. New York: Farrar, Straus, 1949. ix, 497 p. \$6.00.—

Applying psychoanalytic techniques to himself, the writer shows how a youthful interest in Goethe and an article, Goethe's Romance with Friederike, which he did not publish until he was 40 years old, yield clues regarding the unconscious motivation not only of Goethe but of Reik's own behavior when, as a young man, he identified himself with Goethe. The organization of the contents are reflected in the following headings: age sixty (a note before); Part one, the unknown in one's life; Part two, Goethe's romance with Friederike (a republication of an article published 20 years ago); Part three, on the track of oneself and Rondo finale (a note after).—N. H. Pronko.

1570. Russell, William F. (Teachers Coll., Columbia U., New York.) Edward L. Thorndike, 1874-1949. *Teach. Coll. Rec.*, 1949, 51, 26-28.—Obituary. Portrait facing p. 26.

1571. Wright, Fred E. National Academy of Sciences; distribution and ages of membership. *Proc. nat. Acad. Sci., Wash.*, 1949, 35, 117-125.—Most of the 435 members, as of July 1, 1948, are concentrated in northeastern U. S., although a clear majority came originally from the central states. The average age of the 23 members of the Psychology section is 62 years, ¼ year less than the total average, and their average age at election was 47.9, which is 1.3 less than the mean of all members. There is a tendency for a higher mean age and for a median nearer the mean. This has been attributed to the organization of teamwork, that subordinates the individual contributions of younger men.—M. M. Berkun.

(See also abstracts 1828, 1925, 1975)

PROFESSIONAL PROBLEMS OF PSYCHOLOGY

1572. Bentley, Madison. Who is to bear primary responsibility for the psychological disorders? *Amer. J. Psychol.*, 1949, 62, 257-265.—Various groups oriented toward the study and treatment of mental disease are described as being . . . "cooperative with each other, some are aggressively competitive, and some openly contend that they alone are competent and authorized." The characteristic point of view of psychiatry is described and contrasted to the position of the psychoanalysts. Particularly in the area of the psychoneurotic can the first fundamental rearrangement of "responsibilities" be hoped for, utilizing intelligent cooperation and not upon either rivalry or the principle of all-or-none.—S. C. Ericksen.

1573. Buxton, Claude E. (Northwestern U., Evanston, Ill.) The pros and cons of training for college teachers of psychology. *Amer. Psychologist*, 1949, 4, 414-417.—A questionnaire was circulated to 33 departments which train a good number of graduate students for the Ph.D. in psychology. The following questions were asked: (1) Do you offer a course concerned with problems of teaching? (2) Do your graduate students have any opportunity to secure teaching experience in your own department?

(3) What do you believe to be, or have you found to be, objections or obstacles to establishing a formal teacher-training program in your department? The author surveys current practice by answers to the questionnaire. Arguments about formalized teacher training are presented and suggestions for essentials of a teacher-training program are made.—*R. Mathias.*

1574. Kubie, Lawrence S. Medical responsibility for training in clinical psychology. *J. clin. Psychol.*, 1949, 5, 94-100.—(Reprinted from the *J. Ass. Amer. med. Coll.* for March, 1948.) The author discusses the role of the clinical psychologist and suggests a combining of psychological and medical training for a doctorate in medical psychology.—*L. B. Heathers.*

1575. Luchins, Abraham S. (*Yeshiva U., New York.*) On training clinical psychologists in psychotherapy. *J. clin. Psychol.*, 1949, 5, 132-137.—The place of training in therapy for students of clinical psychology is discussed. Recommendations are made regarding the nature of this training. The need for a well rounded, varied training rather than training within one theoretical framework is stressed.—*L. B. Heathers.*

1576. Mira y Lopez, Emilio. Psicotecnia hospitalaria. (Psychology applied to hospitals.) *Arch. méd. mex.*, 1948, 6, 48-62.—Functions of the psychologist in a modern hospital consist in (1) regarding the patient as a person and studying the psychosomatic aspects of his illness; (2) making the atmosphere of the hospital such that patients feel well; (3) bolstering the morale of the patient with the use of ex-patients who have had a similar ailment and who can bring optimism; (4) seeing that visitors are treated pleasantly; (5) seeing that the patient's individuality is not submerged in anonymity; (6) assisting the patient to a reorganization of his life when the latter is leaving the hospital.—*F. C. Sumner.*

1577. Page, Howard E. (*Naval Air Station, Pensacola, Fla.*), & Passey, George E. The role of psychology in medical education. *Amer. Psychologist*, 1949, 4, 405-406.—A questionnaire concerning psychology in the curriculum was sent to each of the 70 medical schools appearing on the approved list of the AMA. After two follow-ups the return was 84%. It is noted that few medical schools require that psychology should be a part of the premedical curriculum. If psychology is required it consists nearly always of an introductory course. However, indications are that psychology is gaining acceptance by a large segment of the medical profession. Statistics given include: (1) Status of psychology as a part of the medical curriculum. (2) Titles of courses offered or required and number of colleges involved. (3) Medical school employment of psychologists and psychiatrists. (4) Psychiatric training in the medical curriculum.—*R. Mathias.*

1578. Roe, Anne [Chm.], Gaudet, Fred; Holsopple, Quinter; O'Conner, Zena; & Sarason, Seymour. Training needs of psychologists in practice. *Amer. Psychologist*, 1949, 4, 407-409.—A committee was

appointed by the Metropolitan New York Association for Applied Psychology to investigate the resources of the metropolitan New York area for facilities in advanced training in therapy. In conjunction with the representation of the New York, New Jersey and Connecticut psychological organizations, a circular was devised and circulated to these organizations. Results from the questionnaires are presented in four tables showing: (1) years of experience in clinical psychology; (2) training of psychologists engaged in psychotherapy; (3) hours of analysis of psychologists engaged in psychotherapy; (4) courses desired by practising psychologists. Universities as well as psychological organizations should meet the challenge of advanced training for clinical psychologists.—*R. Mathias.*

1579. Seashore, Robert H. (*Northwestern U., Evanston, Ill.*) The role of a psychologist as a citizen. *J. higher Educ.*, 1949, 20, 369-372; 390.—Psychology will not have very great social influence unless psychologists go beyond individual counseling and participate in community activities. The author writes on the basis of his own 6 years experience as a member of 4 community organizations including a non-partisan caucus for the selection and election of qualified civic board members, and the board of education in a medium sized suburban community. Major problems worked out were: selecting qualified public officials, in-service training of these officials, and the development of democratic methods for civic planning. Practical situations such as those encountered in community activity yield research problems of great significance for social psychology.—*M. Murphy.*

1580. Seidenfeld, Morton A. (*Nat'l Foundation for Infantile Paralysis, New York.*) Professional considerations in organized research. *Amer. Psychologist*, 1949, 4, 410-413.—A symposium of the Division of Military Psychology was held at the 56th meeting of the APA. Reports were given by participants who discussed the various aspects of: (1) organized research in the university, (2) organized research in the armed services, (3) organized research in the voluntary agency. It is concluded that organized research in academic, governmental, or private voluntary agencies usually benefits the scientist since the burden of administrative, and teaching duties is removed, while clinical help and abundant equipment are placed at his disposal.—*R. Mathias.*

1581. Shakow, David. (*U. Illinois, Coll. Med., Chicago.*) Psychology and psychiatry: a dialogue. Part II. *Amer. J. Orthopsychiat.*, 1949, 19, 381-396.—This is a continuation (see 24: 43) of a discussion between an imaginary psychologist and psychiatrist on the general topic of the relationship of the two disciplines. The conclusion is that psychologists can obtain full recognition in the clinical field only by hard work and significant contributions and not by special rights or privileges.—*R. E. Perl.*

1582. Thorne, Frederick C. Problems of professional responsibility. *J. clin. Psychol.*, 1949, 5,

138-147.—The professional clinical psychologist has responsibilities towards society in general, his agency, his profession, himself, and the parents of his client as well as to the client. Brief case histories are given to illustrate problems related to these different areas of responsibility.—*L. B. Heathers.*

1583. U. S., Dept. Army, Office of Surgeon General. The U. S. Army's senior psychology student program. *Amer. Psychologist*, 1949, 4, 424-425.—Army Special Regulation 605-60-40, 16 May, 1949, outlines the program of the Medical Department, which is of interest to graduate students in clinical psychology and psychophysiology. Detailed information about necessary qualifications and training procedures is given.—*R. Mathias.*

(See also abstracts 2048, 2049, 2050)

PHYSIOLOGICAL PSYCHOLOGY

(See abstract 1742)

NERVOUS SYSTEM

1584. Ajmone-Marsan, C., & Fuortes, M. G. F. (*U. Torino, Italy.*) Electrographic study of the convulsant action of intravenously administered acetylcholine. *EEG clin. Neurophysiol.*, 1949, 1, 283-290.—Intravenous injection of small doses of acetylcholine (ACh) in dogs such that heart rate is only slightly affected is almost without effect on the electrical activity of brain or cord and no motor phenomena appear. Large doses of ACh (1.5-15 mg/kg) result in heart arrest to be followed within 30 seconds by reduction of cortical activity and increased spinal activity. These changes are similar to those induced by asphyxiation and show that the convulsive movements following ACh are not cortical in origin. They are probably due to deficient oxygenation secondary to the circulatory changes.—*C. E. Henry.*

1585. Ajmone-Marsan, C., Fuortes, M. G. F., & Marossero, F. (*U. Torino, Italy.*) Influence of ammonium chloride on the electrical activity of the brain and spinal cord. *EEG clin. Neurophysiol.*, 1949, 1, 291-298.—Intravenous injection of 2.5-12 ctg/kg of ammonium chloride in lightly anesthetized dogs induces circulatory effects ranging from slight to heart block with marked drop in blood pressure. Changes in the cortical electrical activity occur only occasionally and consequent to the circulatory changes. Both intravenous and local administration of ammonium chloride induce marked increase in spinal cord activity, probably by direct activation and/or synchronization. This activation resembles that following strychnine, the latter being potentiated by ammonium chloride. The evidence is against the resulting fits being epileptic in type.—*C. E. Henry.*

1586. Hayne, Robert; Meyers, Russell, & Knott, John R. (*State U., Iowa, Iowa City.*) Characteristics of electrical activity of human corpus striatum and neighboring structures. *J. Neurophysiol.*, 1949, 12,

185-195.—Mono- and bi-polar EEGs were recorded simultaneously with mono- and bipolar electrostriatograms, the latter from an 8 point depth electrode, in 11 normal human subjects. Neuroanatomic and pneumoencephalographic studies served to closely identify the placement of the deep leads. Quantitative analysis of the tracings showed all monopolar (to ear) records to have a similar mode of frequency, usually in the range of 7-11/sec. Bipolar subcortical frequencies tended to be faster by 1-7 cycles. Short bursts of 12-19/sec low voltage waves were also seen. Amplitude appeared to be in considerable measure a function of inter-electrode distance. While polarity studies suggested a circumscribed but fluctuating source of subcortical activity, characteristic patterns were not observed for individual structures. Neither motor nor sensory stimulation altered the electrical patterns.—*C. E. Henry.*

1587. Kristiansen, Kristian, & Courtois, Guy. (*McGill U., Montreal, Can.*) Rhythmic electrical activity from isolated cerebral cortex. *EEG clin. Neurophysiol.*, 1949, 1, 265-272.—Despite Bremer's early demonstration that rhythmic electrical activity is a property of the cortex itself there has been persisting disagreement with regard to the role of subcortical structures in the production of this activity. In these experiments with cats spontaneous electrical activity that resembled the normal alpha rhythm was observed from cortex following thalactomy and following complete anatomical isolation of such cortex. Its response to both chemical and electrical stimulation closely resembled the response of normal cortex. These results lend support to Bremer's views and suggest that cortical activity is not necessarily dependent upon thalamocortical circuits.—*C. E. Henry.*

1588. Lichtenstein, Ben W. (*U. Illinois Coll. Med., Chicago.*) A textbook of neuropathology Philadelphia: Saunders, 1949. xviii, 494 p. \$9.50.—Neuropathological methodology is described. The morphological alterations of the nervous system, particularly the brain, as revealed by neuropathological methodology and their respective causes are systematically set forth in degeneration, regeneration, inflammation, hemorrhage and vascular disorders, hydrops, hyperplasia, neoplasms, malformations, deformities and artefacts, adventitious and metabolic substances, muscular disorders, syndromes, paralyses, and uncommon diseases. A supplementary chapter is devoted to neuro-anatomy and one to neuropathological technic (preparation of gross specimens; neurological staining methods; impregnation technics). Numerous illustrations are distributed throughout the book.—*F. C. Sumner.*

1589. Lindsley, D. B., Schreiner, L. H., & Magoun, H. W. (*Northwestern U., Med. Sch., Chicago, Ill.*) An electromyographic study of spasticity. *J. Neurophysiol.*, 1949, 12, 197-205.—Pre- and postoperative electromyograms from surface electrodes were secured from cats subjected to cortical, caudate nucleus, and cerebellar lesions. Bilateral

removal of pericruciate cortex or injury to the caudate nucleus resulted in spasticity that was initially marked but diminished in time. Animals with both types of lesions showed thereafter a relatively permanent hyperreflexia. Similar results were obtained with single and combined lesions in cerebellar cortex and nuclei. The most pronounced and permanent degree of spasticity occurred following combined lesions within the suppressor systems of both cerebrum and cerebellum. It is suggested that the suppressor activities of these deep nuclei are a function not only of an efferent cortical relay but also of a capacity for intrinsic and independent activity, thus allowing for functional reorganization after injury.—C. E. Henry.

1590. Lorimer, F. M., Segal, M. M., & Stein, S. N. (V.A. Hosp. Hines, Ill.) Path of current distribution in brain during electro-convulsive therapy. *EEG clin. Neurophysiol.*, 1949, 1, 343-348.—By means of a specially constructed plastic stereotaxic instrument the path of the type and intensity of electric current used in standard shock therapy was investigated in 3 corpses. With either vertex-parietal or biparietal shocking the current does not travel in the classical spindle pattern. The main direction is along the axonal neural pathways of the major fiber systems, with very considerable penetration of the brain stem.—C. E. Henry.

1591. McCulloch, Warren S., & Pitts, Walter. (U. Illinois Coll. Med., Chicago.) The statistical organization of nervous activity. *Biometrics*, 1948, 4, 91-99.—It is demonstrated mathematically: that the actions of neurons and their mutual relations can be described by the calculus of propositions subscripted for time; that the nervous system as a whole is ordered and operated on statistical principles, thereby adjusting the all-or-none laws governing its elements to a physical world of continuous variation; that the nervous system detects universals; that the nervous system conserves its own level of activity, the condition of the body it inhabits, and its relation to the physical world, by activity in closed paths such that a change in its output causes a change of opposite sign in its input; that it chooses between ends; that it alters its structure by experience.—F. C. Sumner.

1592. Masland, Richard L., Austin, George, & Grant, Francis. (U. Pennsylvania, Philadelphia.) The electroencephalogram following occipital lobectomy. *EEG clin. Neurophysiol.*, 1949, 1, 273-282.—EEGs were obtained on 6 cases following left occipital lobectomy for brain tumor; all 6 showed macular sparing. In general, there appeared to be a reduction but not a complete disappearance of electrical activity in the left occipital region. Sharp waves and fast activity (all were receiving phenobarbital) were seen in other head regions, especially in the left. The left temporal region tended to show increased alpha activity as well as abnormal waves. While some of the increase is probably due to scar tissue it is suggested that a release phenomenon is also involved. The remaining portions of the oper-

ated hemisphere are capable of generating an alpha-like rhythm.—C. E. Henry.

1593. Saunders, J. W., & Sinclair, J. D. (U. Otago, Dunedin, N. Z.) Effects of changes in ionic environment on action potential of a sympathetic ganglion. *J. Neurophysiol.*, 1949, 12, 217-224.—The isolated superior cervical ganglion of the frog was used in these attempts to determine the effect of chemical changes in the external environment (and thus presumably in the ganglion cell itself) on the excitability cycle as inferred from positive and negative afterpotentials. Decreased pH and decreased K^+ have the similar effect of depression of the whole action potential complex. Increased pH likewise resulted in a depression, although increased K^+ had no demonstrable effect. Assuming Donnan equilibrium between interior and exterior of the ganglion cell it is thus "... shown that a fall in internal pH will be the only significant internal change produced in common by a fall either in external pH or in external K^+ ."—C. E. Henry.

1594. Schreiner, L. H., Lindsley, D. B., & Magoun, H. W. (Northwestern U., Med. Sch., Chicago, Ill.) Role of brain stem facilitatory systems in maintenance of spasticity. *J. Neurophysiol.*, 1949, 12, 207-216.—Electromyographic recording was used to evaluate the role of central facilitatory systems in cats with pre-existing spasticity resulting from experimental injury to suppressor systems. Lesions of the basal ganglia and diencephalon resulted in an increase in spasticity. Mesencephalic lesions likewise resulted predominately in augmented spasticity. Stretch hyperreflexia was much reduced by transection of the tegmentum at the ponto-bulbar level. When this was combined with destruction of Deiter's vestibular nucleus spasticity was abolished, although isolated lesions in this area were virtually without effect. Spinal cord lesions showed that the descending pathways maintaining spasticity are carried in the ventral half of the cord rather than in the lateral funiculi. These experiments demonstrate that spasticity is not a local exaggerated stretch reflex but is due to facilitatory influx to the cord following interruption of suppressor systems.—C. E. Henry.

1595. Swank, Roy L. (Boston (Mass.) City Hosp.) Synchronization of spontaneous electrical activity of cerebrum by barbiturate narcosis. *J. Neurophysiol.*, 1949, 12, 161-172.—The EEG of dogs under deep sodium amytal narcosis shows periodic absences ("blackouts") of activity, such periods not being inter- or intra-cortically synchronous. Progressive isolation of a cortical area from cortical and subcortical connections simplifies but does not abolish the electrical activity. Relative synchrony of blackouts or of barbiturate bursts, such that one region fires shortly before another, is destroyed by section of the corpus callosum and the internal capsule. These patterns may be recorded from the lateral but not the medial portion of the thalamus. It is apparent that such bursts can originate in either cortex or either thalamus; rapid neuro-

nal propagation transcortically is via corpus callosum and intrahemispherically via internal capsule and lateral thalamus.—C. E. Henry.

(See also abstracts 1613, 1646, 2032)

RECEPTIVE AND PERCEPTUAL PROCESSES

1596. Abbot, C. G. (Smithsonian Institution, Washington, D. C.) Further evidence of displacement in ESP tests. *J. Parapsychol.*, 1949, 13, 101-106.—In an attempt to improve his scores in tests of extrasensory perception by eliminating the memory of past calls, the author distributed ESP cards at widely separated points about his home and made his calls for the card symbols at widely spaced intervals of time. In 2,150 trials there was no significant relationship between the calls and the intended cards. The calls, however, did show a significant relationship to the cards coming immediately before or immediately after the designated target cards. Higher scoring rates occurred on trials done in the morning when the subject was rested than at night when he was tired.—B. M. Humphrey.

1597. Bergman, Paul, & Escalona, Sybille K. (Menninger Foundation, Topeka, Kans.) Unusual sensitivities in very young children. In Freud, A., et al., *The psychoanalytic study of the child*, (see 24: 1738), 333-352.—Unusual sensitivity to various sense modalities observed in children, ranging from 2.8 months to 7 years at first contact with the observer, are explained in terms of Freud's concept of a "protective barrier against stimuli" (Reizschutz); thus, a child with a "thin" barrier may precociously develop certain ego functions which will later be unable to withstand the impact of childhood traumata. 4 of the 5 cases reported could be diagnosed as childhood psychoses.—E. W. Gruen.

1598. Gernandt, Bo. (Nobel Inst. Neurophysiol., Stockholm, Sweden.) Response of mammalian vestibular neurons to horizontal rotation and caloric stimulation. *J. Neurophysiol.*, 1949, 12, 173-184.—Decerebrated or chloralosed cats were used in 100 experiments involving horizontal, vertical, and caloric stimulation. The procedure of surgical isolation described permits recording from single fibers; cranial IX and X were carefully sectioned for caloric stimulation studies. Rotation elicited 3 types of reaction: Type I, increased discharge with rotation toward the side recorded, was seen in 83 cases and has been described previously. Type II shows increased discharge with rotation in either direction (12% of the cases), and Type III shows complete inhibition from rotation in either direction; neither of these has been previously described. Threshold determinations for Types I and II ranged from 5° to 30° per sec. Caloric stimulation usually elicited responses predictable from Bárány's theory of endolymph movement.—C. E. Henry.

1599. Grant, David A. (U. Wisconsin, Madison), & Tallant, Billie. The relative difficulty of the

number, form, and color concepts of a Weigl-type problem. *J. exp. Psychol.*, 1949, 39, 552-557.—96 Ss sorted the cards in the Wisconsin Card Sorting Test with non-explicit instructions and rewards with respect to sorting categories. E indicated whether or not a given card was sorted correctly, and changed the "correct" principle each time 10 consecutive cards had been sorted according to this principle. Sorting could be by form, number, or color of figures on the card. "The results of this experiment showed that the Ss were able to sort selectively for number most easily and for form next most easily while sorting selectively for color was most difficult."—R. B. Ammons.

1600. Heron, W. T., & Webster, David D. (U. Minnesota, Minneapolis.) A machine test for extrasensory perception. *J. Parapsychol.*, 1949, 13, 118-121.—50 college students were tested in an ESP experiment in which target stimuli and subjects' calls were recorded by a machine described in (see 24: 1547). In a total of 5,150 trials, the results were only slightly below mean chance expectation. No individual subject gave results significantly different from the expected chance score.—B. M. Humphrey.

1601. [Johnson, Beatrice E., & Williams, A. C. Jr.] (U. Illinois, Urbana.) Obedience to rotation-indicating visual displays as a function of confidence in the displays. Port Washington, L. I., N. Y.: U. S. Navy Special Devices Center, 1949. (Tech. Rep. SDC 71-16-2.) 18 p.—Twenty college men were stimulated with direct and mirror image views while being rotated and required to respond by orienting the view. Under one set of circumstances the sessions were preceded by instructions designed to establish confidence in information from visual displays while the second set of instructions were designed to reduce such confidence. Results indicate that the confidence instructions influenced the responses. The display affected responses significantly when vestibular and visual cues were in conflict.—M. W. Raben.

1602. Kahn, S. David, & Neisser, Ulric. (Harvard U., Cambridge, Mass.) A mechanical scoring technique for testing GESP. *J. Parapsychol.*, 1949, 13, 177-185.—Two series of tests of extrasensory perception were carried out by means of a procedure permitting results to be checked on an automatic test-scoring machine. In one series 21 subjects were provided with IBM answer sheets containing space for 300 trials. On each trial subjects were to mark one of 5 possible choices in the attempt to duplicate a marked target sheet which had been locked in a file immediately after it was prepared. In the second series 63 subjects located 500 miles away from the target sheet, attempted to duplicate the target by ESP. In this series, 150 trials were made by each subject. Records were checked by both machine and hand scoring methods. Positive scoring was obtained in both series, and the combined results were statistically significant.—B. M. Humphrey.

1603. Lambert, William W., Solomon, Richard L., & Watson, Peter D. (Harvard U., Cambridge, Mass.) Reinforcement and extinction as factors in

size estimation. *J. exp. Psychol.*, 1949, 39, 637-641. —37 pre-school children worked for poker chips which once a day could be used to obtain candy. A control group of 17 children worked directly for the candy. All estimated chip size at various times during the experiment. It was concluded that "the establishment of a token reward sequence results in relative overestimation of the token size. Extinction of the sequence removes this overestimation tendency to a great extent. The results are thought to have relevance for both learning and perception theory."—*R. B. Ammons.*

1604. Mann, Cecil W. (*Tulane U., New Orleans, La.*), Berthelot-Berry, Newell H., & Dauterive, Henry J., Jr. The perception of the vertical: I. Visual and non-labyrinthine cues. *J. exp. Psychol.*, 1949, 39, 538-547.—Two groups of 5 college students each were run through a series of experimental conditions in the Tulane lateral tilt chair. It was found that "The precision of judgment of the postural vertical from lateral tilt positions in the absence of visual cues is of the order of 0.8° with a standard deviation of 1.1° . . . and . . . is significantly decreased when the nonlabyrinthine proprioceptive cues are modified by the introduction of a well padded seat. . . . The precision of the judgment of the visual vertical when the individual is seated in a vertical position is of the order of 0.3° with a standard deviation of 2.6° ; of the visual horizontal, of the order of 0.4° with a standard deviation of 2.9° ."—*R. B. Ammons.*

1605. Miles, Walter R., & Beck, Lloyd H. (*Yale U., New Haven, Conn.*) Infrared absorption in field studies of olfaction in honeybees. *Proc. nat. Acad. Sci. Wash.*, 1949, 35, 292-310.—To test the theory of Beck and Miles (see 22: 1001) that stimulation of the olfactory receptors is brought about by a sudden increase in the radiation of heat from smell receptors, 2 "osmic radiation receivers" were prepared, each consisting of a gastight chamber with a window that passed infrared rays. The window of 1 unit was blocked, as a control, by sheet of glass. Honeybees, whose smell sense is known to parallel man's, when placed before both windows in equal numbers tended to gather to the infrared-passing window, preferring it in proportions significantly exceeding chance. "The experiments support the interpretation that the behavioral difference is due to increased heat losses from the insects' antennae."—*M. M. Berkun.*

1606. Passey, George E. (*Tulane U., New Orleans, La.*), & Guedry, Frederick E., Jr. The perception of the vertical: adaptation effects in four planes. *J. exp. Psychol.*, 1949, 39, 700-707.—16 Ss were required to return a modified Link trainer to "straight and level" flight following inclinations made in 4 planes passing longitudinally through the gravitational vertical. 20 adjustments were made in each plane. When either absolute divergence from the gravitational vertical in degrees or number of errors in direction of initial inclination is considered, there is a significant adaptation effect. Delay also

serves to produce significant difference in variability. There is no significant difference in performance shown in comparison of adjustments from different directions of inclination in the same plane. Adjustments in the vertical lateral plane are made with greater accuracy than adjustments in either medial, left oblique, or right oblique.—*R. B. Ammons.*

1607. Piaget, Jean. (*U. Geneva, Switzerland.*) Les illusions relatives aux angles et à la longueur de leurs côtés. (The illusions relative to angles and the length of their sides.) *Arch. Psychol., Genève*, 1949, 32, 281-307.—A study is presented of 2 classic illusions relating to angles: the overestimation of acute, and the underestimation of obtuse angles, also the underestimation of the length of the sides of the former and the underestimation of the sides of the latter. The investigation was made according to age, to see if the different forms the illusions can take are reducible to the formula of "relative centrations" by which analogous illusions have been interpreted. Both physiological and psychological explanations are presented.—*G. E. Bird.*

1608. Rush, J. H., & Jensen, Ann. (*Duke U., Durham, N. C.*) A reciprocal distance GESP test with drawings. *J. Parapsychol.*, 1949, 13, 122-134.—Two persons (the authors) alternated in the roles of sender and receiver through 50 trials in the attempt to reproduce drawings by extrasensory perception. The participants were separated by distances of from 200 to 500 miles. Two independent judges matched target drawings and response drawings for similarities by standard judging procedures. The results were statistically significant with a probability of approximately .002. A number of cases are illustrated.—*B. M. Humphrey.*

1609. Schwartzkopff, J. (*Zoological Institute, U. Göttingen, Germany.*) Über den Zusammenhang von Gehör und Vibrationssinn bei Vögeln. (On the relation of audition and vibration sense in birds.) *Experientia*, 1949, 5, 159-161.—Birds, having a well-developed sense of vibration, can be trained, after extirpation of the auditory sense organ, to react to vibrations of the sitting rod, from 100 to 3,200 cycles. The maximal sensibility is found at 800 cycles. Frequency discrimination is poor but intensity discrimination much better. Hearing and the sense of vibration are distinctly different senses in birds. But some central connection seems to exist because after successful training of one sense, the task is solved also by the other sense without learning.—*F. C. Sumner.*

1610. Shipley, Walter C. (*Wheaton Coll., Norton, Mass.*), Mann, Barbara M., & Penfield, Mary Jane. The apparent length of tilted lines. *J. exp. Psychol.*, 1949, 39, 548-551.—"Forty-eight Ss judged seven different angles of line for apparent length, using the method of paired comparisons. The angles, regarded in terms of the face of a clock, ranged by half-hour steps from 3:00 o'clock through 6:00 o'clock. Mean judgments showed the apparent length of line to increase progressively from the horizontal (3:00 o'clock) to the angle represented by 5:00 o'clock, and

then to decrease to the vertical. The occurrence of maximal phenomenal length in the region of 5:00 o'clock suggests the joint operation of two illusory factors: (1) the vertical component and (2) the deviation of the angle from the nearest major axis (i.e., either horizontal or vertical).—R. B. Ammons.

1611. Smith, F. L. (Johns Hopkins U., Baltimore, Md.), Sweet, A. L., & Bartlett, N. R. The discrimination of small differences in the time of mechanical stimulation. *J. exp. Psychol.*, 1949, 39, 569-574.—"Five Os were asked to judge whether two vibrating dowels under the finger tips of the first and middle fingers were in phase or out of phase. Their reaction time and their accuracy of judgment were then measured. Speeds up to 830 rpm were used. Phase differences between zero and 180 degrees were studied. . . . The following are the chief results of this exploratory study: (a) Os can perfectly discriminate phase differences of 180 degrees at speeds up to the 830 rpm, the highest used in the study. (b) If three sec. are allowed for judgment, phase differences of the order of 40-50 msec. can be detected accurately at 52 rpm; of 30-40 msec. at 72 rpm; and 17-25 msec. at 288, 710 and 830 rpm. (c) As the time allowed for the judgment to be made decreases, larger phase differences are required for accurate judgment. (d) There appears to be an optimum rate of movement for quick and accurate judgments of phase difference. It was not carefully measured in this study but lies in the general region, probably, of 300-700 rpm."—R. B. Ammons.

1612. Soal, S. G. (21 Priory Crescent, Prittwell, Essex, Eng.) The experimental situation in psychical research. *J. Parapsychol.*, 1949, 13, 79-100. A single subject made over 17,000 trials in each of which one experimenter exposed one of a series of randomized numbers from 1 to 5 as cues to the sender to which of 5 animal pictures he was to look at. The subject in another room, attempted to identify the correct animal picture by ESP. She averaged just under 7 hits per run of 25 trials where 5 hits is the expected chance score. In other tests, the subject scored significantly high when she had to piece together fragments of information from two senders, one of whom knew only the number exposed and the other the order of animal pictures. The subject failed in tests of clairvoyance in which there was no sender. Other variations of the experiment are described.—B. M. Humphrey.

(See also abstracts 1547, 1745)

VISION

1613. Chacko, L. W. (Christian Med Coll., Lahore, South India.) Relation of color sensitivity in the visual field to the laminar pattern in the lateral geniculate body. *Arch. Ophthalmol.*, Chicago, 1949, 42, 402-409.—The writer presents the indirect and presumptive evidence in support of the thesis that the laminar pattern in the lateral geniculate body of the primates has a specific relation to color vision.—S. Ross.

1614. Chamlin, Max. (Montefiore Hosp. for Chronic Diseases, New York.) Minimal defects in visual field studies. *Arch. Ophthalmol.*, Chicago, 1949, 42, 126-139.—The writer offers 3 criteria for detecting minimal field defects: (1) level differences, (2) rapid comparisons for qualitative differences, and (3) breadth of field. The fulfillment of all of these criteria is considered to be reliable evidence of a defective field.—S. Ross.

1615. Chapanis, A. (Johns Hopkins U., Baltimore, Md.), Rouse, R. O. & Schachter, Stanley. The effect of inter-sensory stimulation on dark adaptation and night vision. *J. exp. Psychol.*, 1949, 39, 425-437.—"Three experiments were performed to test recent Russian claims that intersensory stimulation and light muscular exercise significantly improve dark adaptation." Results on the Hecht-Shlaer adaptometer, the Luckiesh-Moss Low Contrast Test-chart, and a test of form discrimination at low illumination were not affected by simultaneous stimulation with odors, sounds, cutaneous pressure, or light muscular exercise.—R. B. Ammons.

1616. Crutchfield, Richard S. (Swarthmore Coll., Pa.), & Edwards, Ward. The effect of a fixated figure on autokinetic movement. *J. exp. Psychol.*, 1949, 39, 561-568.—The prevailing direction and extent of perceived autokinetic movement were determined for each of the 26 subjects. A visual figure consisting of a luminous outline semicircle was fixated for two min. by each subject, with exposure being on the same or opposite side as the prevailing direction of autokinetic movement. The exposure of the fixation figure caused a marked immediate and temporary reduction in extent of autokinetic movement. The reduction was the same for monocular fixation, and regardless of exposure side.—R. B. Ammons.

1617. Dittmer, Howard J. (U. New Mexico, Albuquerque.) A color-blind mother and son. *J. Hered.*, 1949, 40, 126.—A 25-year-old mother and her five-year-old son were tested for color-blindness by the Holmgren and Ishihara tests. The mother was able to pick out only the bright shades of red, the pastel shades of all colors being called "white," with the deeper shades being classified as "dark." The boy passed all items successfully except again in the pastel shades. The son obviously inherits the color-blind gene from his mother, although the degree of color-blindness is conspicuously different.—G. C. Schwesinger.

1618. Fisher, M. Bruce. (Fresno State Coll., Calif.) Surrounding field effects on foveal critical flicker frequency as a function of time. *Amer. Psychologist*, 1949, 4, 389-390.—Abstract.

1619. Gordon, Donald A. (U. Illinois, Urbana.) A demonstration of simultaneous color contrast. *Amer. J. Psychol.*, 1949, 62, 300.—The advantages of using felt material for color contrast demonstrations are briefly mentioned.—S. C. Erickson

1620. Grant, David A. (U. Wisconsin, Madison), & Mote, Frederick A. Effects of brief flashes of

light upon the course of dark adaptation. *J. exp. Psychol.*, 1949, 39, 610-616.—Two brightnesses, 1600 and 160 millilamberts, two durations, 1.0 sec. and 0.1 sec., and a no-flash control procedure, were used. Ten Ss were used as their own controls. The principal findings were: (1) Threshold rise following the experimental flashes was a function of both brightness and duration. (2) The immediate (30-sec.) recovery was great enough to compensate for the flashes in all procedures except with 1600 millilambert-1.0 sec. flashes. Immediate recovery was significantly affected by the duration but not the brightness of the flashes. (3) The lowest level of threshold attained during the 37-min. adaptation period was significantly affected by the brightness and the duration of the flashes.—R. B. Ammons.

1621. Hanes, R. M. (*Johns Hopkins U., Baltimore, Md.*) The construction of subjective brightness scales from fractionation data: a validation. *J. exp. Psychol.*, 1949, 39, 719-728.—An attempt has been made to validate the fractionation technique for the construction of sensory scales by statistical comparison of the results obtained from estimates of $\frac{1}{3}$ and 3 as bright and two and three times as bright. The results for 24 O's, each of whom made each type of estimate, were subjected to an analysis of variance. "The estimation of fractional and multiple brightness is feasible and leads to consistent results for group means. . . . The estimates are, nevertheless, very easily influenced by a large number of factors. . . . Individual differences are significant and in some cases may be quite large. . . . The various fractional and multiple estimates used in the present experiment lead to subjective scales which are not significantly different."—R. B. Ammons.

1622. Hanes, R. M. (*Johns Hopkins U., Baltimore, Md.*) A scale of subjective brightness. *J. exp. Psychol.*, 1949, 39, 438-452.—A fractionation procedure was used with 4 male Ss to obtain estimates of brightness for various time patterns and for various hues. "Because of equipment limitations only the range from about 0.0001 to 100 millilamberts has been investigated thus far. . . . It has been shown that such estimates can be made consistently with only a reasonable degree of error. . . . The duration of the stimulus has been found to have no appreciable effect on these judgments so long as the stimulus duration is long enough to allow the sensation to reach a steady state. . . . Hue, likewise, has been shown to cause little change except, perhaps at very low levels. . . . A subjective brightness or brilliance scale has been constructed and has been found to agree closely with the curve obtained by integrating DL's."—R. B. Ammons.

1623. Harrison, W. (*Siemens Electric Lamps & Supplies, Ltd., Preston, Eng.*) The colour of fluorescent lamps. *Trans. Illum. Engng Soc., Lond.*, 1949, 14, 145-161.—"The relation between the spectral distribution and colour rendering quality of illuminants is discussed with particular reference to the spectral distribution differences which can be experienced with white fluorescent lamps. Because of the

subjective nature of colour appreciation, factors such as colour preferences and colour contrast are of great importance in fluorescent lamp colour design. The respective functions of chromaticity co-ordinates and spectral band measurements are indicated. The colour of a fluorescent lamp itself can be accurately specified by its C.I.E. co-ordinates, and tolerances of any desired magnitude can readily be fixed. For an adequate specification of the colour rendering quality, however, it is necessary that the spectral distribution be known. . . . Recent developments in the application of fluorescent lamps to colour matching include fluorescent lamps with approximately 6,500 deg. K black body spectral distribution and mixtures of blue fluorescent and incandescent light."—R. W. Burnham.

1624. Horowitz, Milton W. (*U. Kansas, Lawrence.*) An analysis of the superiority of binocular over monocular visual acuity. *J. exp. Psychol.*, 1949, 39, 581-596.—4 experiments were conducted to test the hypotheses that monocular acuity is lowered as a result of (1) an increase in the diameter of the pupil of the non-occluded eye, and (2) rivalry or fusion of the dissimilar fields. The main variables were Ss ($n = 10$), intensities of illumination, positions of the test objects, and eyes. Analysis of the data showed that Ss were significantly different in visual acuity, eyes (left or right) were not systematically different, and position of test object was significant for one object. Different intensities of illumination produced a significant effect. It is concluded that pupil changes and fusion and rivalry account for a significant part of the inferiority of monocular visual acuity.—R. B. Ammons.

1625. Johnson, E. Parker. (*Bowdoin Coll., Brunswick, Me.*) The electrical response of the human retina during dark-adaptation. *J. exp. Psychol.*, 1949, 39, 597-609.—The electrical response of the right retina of a color-normal subject to brief test flashes of light was recorded at selected intervals of time during the course of dark-adaptation. Central fixation was employed; the stimulus-patch had a diameter of $7^{\circ}30'$. One electrode was at the front of the eye (mounted in a contact-lens) and the other was on the temple. Pre-adaptation was to a field of white light having a brightness of 1.73 footlamberts. Results showed an increase in the amplitude of the principal b-wave as a function of time in the dark and as a function of intensity. Similarities between the responses suggest that the principal b-wave represents scotopic function, whatever the color of the stimulus.—R. B. Ammons.

1626. Lit, Alfred. (*Columbia U., New York.*) The magnitude of the Pulfrich stereophenomenon as a function of binocular differences of intensity at various levels of illumination. *Amer. J. Psychol.*, 1949, 62, 159-181.—With unequal illuminations in the two eyes, the bob of an oscillating plane-pendulum appears to rotate out of its plane of oscillation. This stereophenomenon was first described and analyzed by Pulfrich. The experiment was designed to answer the question of the functional relation be-

tween the apparent displacement of the oscillating target and the difference in retinal brightness and the effect on these relations of a systematic change in the general level of illumination. Two well trained subjects were used and the procedure and apparatus described and sketched. "The results obtained may be accounted for on the assumption that the absolute visual latent-period and the logarithm of the stimulus-intensity are inversely related." The integration with the laws of space-perception is indicated.—S. C. Ericksen.

1627. Ludvigh, Elek J. (Howe Lab. Ophthal., Boston, Mass.) Visual acuity while one is viewing a moving object. *Arch. Ophthal., Chicago*, 1949, 42, 14-22.—"Visual acuity was determined while the test object viewed appeared to move in a circle in a plane perpendicular to the line of sight. The diameter of the circle and the velocity of the test object were varied. It is shown that when the eye is following such a moving object, acuity is reduced by reason either of the inability of the eye to move sufficiently rapidly or of the inability of the subject to adjust the relative innervation to the various ocular muscles sufficiently rapidly, or of both. It is shown that in following a moving object the extrafoveal position of the image is a negligible factor in producing the observed reduction of acuity."—S. Ross.

1628. Michael, William B., Zimmerman, Wayne S., & Guilford, J. P. (U. Southern California, Los Angeles.) The nature of spatial-relations and visualization abilities: a factorial study of two hypotheses. *Amer. Psychologist*, 1949, 4, 393.—Abstract.

1629. Perez Arciniega, Pedro. (Castrillo de la Vega, Burgos, Spain.) Consideraciones sobre un caso de nictalopia familiar. (Considerations concerning a case of common nyctalopia.) *Medicamenta, Madrid*, 1949, 7(159), 229-230.—A case of common nyctalopia is reported which was successfully treated with strong doses of vitamin A. The author believes this ailment whose evolution is almost always progressive is due to deficiency of vitamin A.—F. C. Sumner.

1630. Ratoosh, P. (Columbia U., New York.) On interposition as a cue for the perception of distance. *Proc. nat. Acad. Sci., Wash.*, 1949, 35, 257-259.—Still an unknown factor is the basis for discriminating the obscuring object from the obscured. From Helmholtz' statement that the cue lies in the fact that at the point of intersection of the contours of the objects the contour of the covering object does not change direction, a mathematical definition of this change in terms of the first derivative of the contour lines is invoked, and illustrated with simple figures. The contour which has a continuous derivative is seen as nearer. At a point of intersection, if both are continuous or both discontinuous there is no cue. The cues from each point of intersection must be consistent with each other, or there is ambiguous perception.—M. M. Berkun.

1631. Riggs, Lorin A. (Brown U., Providence, R. I.), & Johnson, E. Parker. Electrical responses

of the human retina. *J. exp. Psychol.*, 1949, 39, 415-424.—Using a contact lens electrode and oscillographic recording, the retinal electrical responses of 2 Ss to light were studied. "The specific sensitivity of the eye to colors (luminosity function) as revealed by this type of recording is similar to that of the dark-adapted eye as measured by the conventional low-level matching experiments. . . . The quantitative data obtained in these experiments support the conclusion that the principal component of the human retinal action potential is initiated by the scotopic system of the eye. Hence, the present technique provides a means of isolating that system for study, even at high levels of stimulation."—R. B. Ammons.

1632. Rock, M. L., & Fox, B. H. (U. Rochester, N. Y.) Two aspects of the Pulfrich phenomenon. *Amer. J. Psychol.*, 1949, 62, 279-284.—Two of the variables known to influence this phenomenon were investigated systematically with 10 subjects. (1) The elliptical motion as a function of filter-density (over one eye but scanning with two). (2) The changes in "stereo-effect" seen with one dark-adapted eye as this eye loses its dark-adaptation. The results indicate that the stereo-effect is a compound logarithmic function of the filter-density and the effect declines as monocular dark-adaptation is reduced. The possible practical and theoretical applications are briefly indicated.—S. C. Ericksen.

1633. Senders, Virginia L. (Wellesley Coll., Mass.) Visual resolution with periodically interrupted light. *J. exp. Psychol.*, 1949, 39, 453-465.—"In order to test the hypothesis that visual acuity is a form of brightness discrimination, a situation was sought in which visual acuity and brightness discrimination might be shown to have a different functional relation to the same independent variable. By using interrupted, rather than steady light, and measuring the intensity required for resolution as a function of the light-time fraction in the interruption cycle, such a situation was found." Extensive results from three Os, indicated that visual acuity cannot be a form of brightness discrimination, although the two processes may be related.—R. B. Ammons.

1634. Stroud, John M. (U. S. Navy Electronics Lab., San Diego, Calif.) An hypothesis of the color sensitivity of cones. *Amer. Psychologist*, 1949, 4, 390.—Abstract.

1635. Tinker, Miles A. (U. Minnesota, Minneapolis.) Involuntary blink rate and illumination intensity in visual work. *J. exp. Psychol.*, 1949, 39, 558-560.—"Forty-two subjects read for 55 min. under 2 and under 100 footcandles of light. Blinks were recorded for the first and for the last five min. of reading under each kind of illumination. . . . The number of blinks per five min. of reading increased by an almost identical amount from the first to the last five min. under the two intensities of light. . . . Under the conditions of this experiment rate of involuntary blinking does not reflect differences in ease of seeing."—R. B. Ammons.

1636. U. S., Adjutant General's Office. Personnel Research Section. Studies in visual acuity. Washington, D. C.: U. S. Govt. Printing office, 1948. 161 p. \$1.00.—792 enlisted men at Fort Dix, N. J. were the subjects. The process and basis of selection are described. Descriptions of 14 tests of visual acuity constructed for the study are given. The results of 3 major studies made of the data collected are presented, including: determination of test-retest reliability by 7 different scoring methods, and examination of the relationship between methods; factorial analyses of 3 intercorrelation matrices to discover the aspects of acuity measured by the 14 wall chart tests; item analyses and study of frequency distributions.—C. P. Froehlich.

1637. Walls, Gordon L. The textbook retina and the real one. *Amer. J. Ophthalm.*, 1949, 32, 1409-1410.—Abstract.

1638. Wold, Karl C. Hereditary myopia. *Arch. Ophthalm.*, Chicago, 1949, 42, 225-237.—"Dominant myopia is the most prevalent type, followed closely in frequency by the recessive type, the sex-linked recessive form being the least common. . . ."—S. Ross.

1639. Wright, W. D. (*Imperial Coll. Science & Technology, London.*) Colour in illuminating engineering. *Trans. Illum. Engng. Soc., Lond.*, 1947, 12, 1-13.—"The paper reviews some of the problems of colour perception as they affect the illuminating engineer. . . . Colour matching by a mixture of three matching stimuli is described, together with the development of the C.I.E. system of colour specification. An elementary discussion of the maximum amount of light which a coloured surface can reflect is given, and the representation of the colour of a surface with the aid of a colour chart, in particular the charts based on the Munsell and Ostwald systems, is referred to. Finally, the dependence of the colour-rendering properties of an illuminant on the spectral composition of the illumination is stressed, and mention is made of the extent to which changes in the quality of the illumination may be compensated by changes in the colour adaptation of the eye."—R. W. Burnham.

AUDITION

1640. Doughty, J. M. (*Franklin & Marshall Coll., Lancaster, Pa.*) The effect of psychophysical method and context on pitch and loudness functions. *J. exp. Psychol.* 1949, 39, 729-745.—Constant errors (CE's) were determined for 3 Ss under varying conditions of asymmetry in the comparison stimulus series. The pitch and loudness CE's were found to vary systematically with the asymmetries in context. It is concluded that "1. Because of the arbitrary selection of the context by the E in the ordinary use of the Method of Constant Stimuli, this method should not be used in the determination of CE's. 2. Because it is the O who determines the context within which his judgments are made in the ordinary use of the Method of Average Error, this method is more likely to give true CE's than is the Method of

Constant Stimuli. 3. These two methods give essentially the same results insofar as DL's are concerned and, therefore, either would be suitable for the determination of DL's."—R. B. Ammons.

1641. Garner, W. R. (*Johns Hopkins U., Baltimore, Md.*) The loudness and loudness matching of short tones. *J. acoust. Soc., Amer.*, 1949, 21, 398-403.—A monaural loudness matching technique was used to study the effect of tonal duration on differential intensity sensitivity. Method I: standard tone had a long duration followed by a comparison tone of variable duration. Method II: both standard and comparison tones had the same variable duration. With both methods, the silent interval between tones was varied. A consistent loss in sensitivity with decreased duration found with the first method. This loss was not affected by the length of the silent interval. With the second method, the loss in sensitivity was much less severe when the two tones were separated by a long silent interval. These results are explained in terms of a dissimilarity effect and an interference effect. The results also showed that some Os do not have a loss in loudness with decreasing duration, and that the loss in loudness for other Os is much less than previously reported.—W. R. Garner.

1642. Harris, J. Donald. The effect of inter-stimulus interval on intensity discrimination for white noise. *Amer. J. Psychol.*, 1949, 62, 202-214.—Differential thresholds were collected for 19 subjects with differences of 0, 0.1, 0.2, 0.35, 0.5, and 1 sec. between the two stimuli of the comparison pair. The average DL for all inter-stimulus time intervals was slightly over 0.5 db. Discrepancies between these results and those of previous investigators cannot be adequately explained. "It is suggested that many higher-level factors entering into the setting up of a judgmental bias must be investigated before we shall be able to explain the time-error on a physico-chemical basis." Such a condition is indicated by the negative time-error present with the zero time-interval but absent with the longer intervals.—S. C. Ericksen.

1643. Himes, H. W., & Webster, J. C. (*Navy Electronics Lab., San Diego, Calif.*) San Diego County Fair hearing survey. *Amer. Psychologist*, 1949, 4, 389.—Abstract.

1644. Jones, F. Nowell, & Bunting, Elizabeth Bressler. (*State Coll. Washington, Pullman.*) Displacement after-effects in auditory localization. *Amer. Psychologist*, 1949, 4, 389.—Abstract.

1645. Lawrence, Merle (*Princeton U., N. J.*), Windsor, Richard B., & Hegeman, John S. Discrimination of a sound changing gradually in intensity. *J. Aviat. Med.*, 1949, 20, 211-220.—Three experiments measured loudness difference limens for a tone of 1,000 cycles as it increased and decreased in intensity at various rates. Thresholds were determined at two levels above threshold, 15 and 80 db, and for two stimulus durations, 30 and 60 seconds. For the 30-second tone at 80 db the difference limen

is a rate of about 1.45 db per minute or a total loudness change of about 0.72 db. Limens at the 15 db intensity level were greater than at 80 db. Limens for the 60-second tones, expressed as rates of change, are less than for 30-second tones. This indicates that discrimination is based primarily upon the total change in loudness, rather than the rate of change of loudness. Under most conditions there are sizeable constant errors such that a steady loud tone appears to get louder and a steady weak tone appears to get weaker. The application of these findings to radio range flying is suggested.—*A. Chapanis.*

1646. Lipman, E. A. (*U. Illinois, Navy Pier, Chicago.*) Acoustic function of the temporal cortex of the dog. *Amer. J. Psychol.*, 1949, 62, 215-227.—Using Culler's motor conditioning method with 15 dogs, absolute intensive limens were secured for pure tones at octave-frequencies from 125-8000 d/vs preceding the operations. Brain maps and individual charts are presented for each subject. The results indicate that unilateral temporal lobectomy alone has little or no effect on auditory thresholds. "The fact that these losses are small and irregular may be explained in terms of recent evidence that two parallel and functionally equivalent tracts, one cortical and one subcortical, may serve to mediate auditory conditioned responses. It is therefore suggested that frequency-distribution in the cortex can be adequately determined only when the subcortical mechanisms are either functionally or surgically eliminated."—*S. C. Ericksen.*

1647. Onchi, Yutaka. (*Sch. Med., Tokyo U., Japan.*) A study of the mechanism of the middle ear. *J. acoust. Soc. Amer.*, 1949, 21, 404-410.—The anatomical structure of the ear is translated into equations involving mass, spring, frictional constants, etc. Analysis of these equations indicates: (1) The middle ear has four main resonance peaks; (2) The middle ear and cochlea can be regarded as a displacement receiver and a pressure receiver respectively; (3) The tympanic membrane has the functions both of composing and transmitting vibrations; (4) The non-linear vibration of the tympanic membrane, the basilar membrane, and the secondary tympanic membrane produce combination tones; and (5) The air vibration system produces a greater magnification in the middle range of frequencies than at either the high or the low end.—*W. R. Garner.*

1648. Pollack, Irwin. (*Harvard U., Cambridge, Mass.*) Loudness as a discriminable aspect of noise. *Amer. J. Psychol.*, 1949, 62, 285-289.—Subjective reports of listeners following a loudness-of-noise investigation indicated other aspects of noise which are the manipulated focal elements in the present study. Specifically, could loudness be established as a separate and distinct aspect of noise; could subjects match a narrow band of noise to a standard noise-signal in terms of loudness, volume, annoyance, density and force. Graphic results for each of the variables are presented with the interpretation of the trend results that experienced observers react differentially with respect to

the determination of the loudness, volume, annoyance, density and possibly the force of bands of noise.—*S. C. Ericksen.*

1649. Schafer, T. H., & Gales, R. S. (*Navy Electronics Lab., San Diego, Calif.*) Auditory masking of multiple tones by random noise. *J. acoust. Soc., Amer.*, 1949, 21, 392-398.—"One, two, four, and eight simple tones were presented to listeners against a background of thermal noise. The masked thresholds for the single tones and the various combinations were determined for different spacings of the tones. In the case of two tones, the improvement in threshold with respect to a single tone was slight or negligible unless the tones were within one critical band, when the improvement increased as the spacing decreased. In the case of four or eight tones all separated by more than a critical band, the improvement was slight (less than 3 db) or negligible, apparently depending on the combination of frequencies."—*W. R. Garner.*

1650. Schaller, F., & Timm, C. Schallreaktionen bei Nachtfaltern. (Reactions to sound in moths.) *Experientia*, 1949, 5, 162.—Numerous Noctuidae and Geometridae make unmistakable reactions to sound stimulations ranging from 10,000 to 200,000 v.p.s. with narrowest range between 40,000 and 80,000. The reactions of sitting or walking animals are instant movements of flight or catalepsy. Flying animals try evasion or stop their flight at once. Sleeping animals cannot be aroused by sound stimulation. There are no sound reactions if both tympani are pierced. The Noctuidae and Geometridae seem to perceive the supersonic echolocation cries of bats by means of their tympanic organs.—*F. C. Sumner.*

1651. Thomas, Garth J. (*U. Chicago, Ill.*) Equal-volume judgments of tones. *Amer. J. Psychol.*, 1949, 62, 182-201.—In contrast to previous studies, it was possible to demonstrate the nature of equal-volume contours throughout a large part of the auditory area and to plot the contours in terms of more exact specification of values of the stimuli. A given change in frequency produces a greater change in volume when using lower intensity and frequency values. "Psychologically unsophisticated subjects can learn with relative ease to make trans-dimensional equal-volume matches that are subjectively satisfying and consistent." The results are interpreted to show that subjects are not making equal-volume matches on the basis of a derived or mediate judgmental procedure of correlating loudness and pitch; indicating that volume is a distinct attribute of auditory sensation.—*S. C. Ericksen.*

1652. Vyslonzil, Edwin. (*U. Vienna, Austria.*) Ueber die Beeinflussung des Vestibularapparates durch Ultraschall. (On the influence of supersonic on the vestibular apparatus.) *Wien. klin. Wschr.*, 1949, 61, 468-469.—It is reported that according to the dosing of supersonic all transitions from a light damping of the vestibular apparatus to its elimination are possible. Doses which will obtain a reduction of vestibular excitability are small and allow

neither stronger stimulations of the equilibrium-apparatus nor perceptible histological changes to be recognized with the exception of a slight hyperaemia.—F. C. Sumner

RESPONSE PROCESSES

1653. Beach, Frank A., & Pauker, Roslyn S. (Yale U., New Haven, Conn.) Effects of castration and subsequent androgen administration upon mating behavior in the male hamster (*Cricetus auratus*) *Endocrinology*, 1949, 45, 211-221.—"19 male hamsters were observed in a series of 10 mating tests with receptive females and then castrated. Sex tests were conducted during the first 6 weeks after the operation. 3 months postoperatively daily injections of testosterone propionate were initiated and mating tests were resumed." Results show that (1) A marked reduction in incidence of intromission occurred within one month after operation; (2) Abortive copulatory attempts were only slightly reduced by castration; (3) "Normal mating behavior was revived in 5 of the 19 castrates by androgen treatment." These results and others are discussed in relation to species likenesses and differences where it is shown that, in general, the effects of castration upon sexual behavior in the hamster are "closely comparable" to those shown by the rat.—L. A. Pennington.

1654. Bonaparte, Marie. De la sexualité de la femme. (Female sexuality.) *Rev. franç. Psychanal.*, 1949, 13, 1-52.—Part I, on bisexuality, discusses causes of the frequent want of female adjustment to the erotic function, part II, psychoanalytic and biological hypotheses, part III, on comparative libido evolution in both sexes, reviews embryological development, evolutionary phases in the human libido, the growth of passivity in boys and girls, part IV, disturbing factors in female evolution.—G. Rubin-Rabson.

1655. Carmichael, Leonard; Kennedy, John L., & Mead, Leonard C. (Tufts Coll., Medford, Mass.) Some recent approaches to the experimental study of human fatigue. *Science*, 1949, 110, 445.—Abstract.

1656. Chance, M. R. A., & Yaxley, D. C. (U. Birmingham, Eng.) New aspects of the behaviour of *Peromyscus* under audiogenic hyper-excitement. *Behaviour*, 1949, 2, 96-105.—This is an analysis of the behavior patterns exhibited by a strain of epileptic *Peromyscus maniculatus artemisiae* when convulsions are precipitated by the jangling of metal tubes. The writers distinguish two distinct phases of the reaction to the auditory stimulation: (1) an early controlled phase, in which tics, hyperactivity and crouching occurred; (2) an uncontrolled phase, characterized by uncontrolled hyperactivity of increasing intensity and followed by the seizure itself. In addition, there is a post-convulsive state, manifested by aggression, saltation, exhaustion, spasticity and catalepsy. Analgesias of long duration were observed following the seizures.—L. I. O'Kelly.

1657. Gebhard, Mildred E. (U. Pennsylvania, Philadelphia.) Permanence of experimentally induced changes in the attractiveness of activities. *J. exp. Psychol.*, 1949, 39, 708-713.—"It was hypothesized that the permanence of experimentally induced changes in the attractiveness of a performed activity would be a function of the permanence of the feelings of success and failure originally associated with the change. Specifically, it was hypothesized that feelings of success would remain unchanged over the period of a day, and that feelings of failure would be modified, especially if failure had been expected because of the (apparent) unusual difficulty of the performed task. It was observed (a) that Ss under the condition of experienced success found that task equally attractive one day later, and (b) that Ss under the condition of experienced failure found the task generally more attractive one day later; reliably more attractive if failure had been expected because of the unusual difficulty of the task."—R. B. Ammons.

1658. Guhl, A. M. Heterosexual dominance and mating behavior in chickens. *Behaviour*, 1949, 2, 106-120.—"In a flock of chickens the cocks have a social organization distinct from that among the hens. Although the males usually do not peck the females they appear to dominate them. An experiment was devised in an effort to determine whether the social dominance of males over females exerts any influence on success in mating. With the use of capons an experimental heterosexual peck-order was formed. Capons which were socially inferior to some of the females were injected with an estrogen, which restored treading and copulation without any evident increase in aggressiveness. It was found that social dominance by the hormonally treated capons over the females was not essential for treading and copulation although it did facilitate mating. Observations of unisexual matings among hens or among cockerels also suggest that the individual taking the male role was more successful in attempts to mate with its inferiors than with its social superiors. These results along with others presented in the discussion give indications that the passive dominance of normal cocks over the hens in well integrated flocks facilitates mating."—L. I. O'Kelly.

1659. Knowles, E. A. G. (Orchard St., Abergavenny, Monmouthshire, Eng.) Report on an experiment concerning the influence of mind over matter. *J. Parapsychol.*, 1949, 13, 186-196.—A psychokinesis experiment was started as a means of providing illustrative data for a lecture on applied statistics. The subjects were the author, several colleagues, and several members of the lecture audience. Each subject threw 12 dice at a time. During approximately half the trials, the subjects threw the dice desiring or willing the high faces (6, 5, 4) to be uppermost on the dice, and in the other trials they willed the dice to fall with the low faces (1, 2, 3) uppermost. The results were significantly above mean chance expectation ($P = .005$). The results of a control series with a specially loaded die were compared with the results

of the psychokinesis tests and were found to be quite similar.—*B. M. Humphrey.*

1660. Nunberg, Herman. Circumcision and problems of bisexuality. *Int. J. Psycho-Anal.*, 1947, 28, 145-179.—A discussion of problems of bisexuality related to submission to circumcision is given. Circumcision both activates passive, feminine sexual aims in man and stimulates active, masculine aims. The ensuing contrast forms the background of a conflict that crystalizes in the castration complex. Attempts to reject circumcision reflect the struggle between the 2 tendencies—to circumcise and not to circumcise—which are deeply rooted in the past of mankind. A footnote considers the current problem of "the German guilt."—*L. N. Mendes.*

1661. Peters, H. M., & Witt, P. N. (*U. Tübingen, Germany.*) Die Wirkung von Substanzen auf den Netzbau der Spinnen. (The effect of substances on the web-building of spiders.) *Experientia*, 1949, 5, 161-162.—Pervitin disturbs first of all the regularity in the arrangement of the radial threads of the spider's web. Especially striking is the irregularity in the arrangement of the concentric threads. In summation, the disturbances are of three kinds: (1) irregularity of the thread distances from the periphery to the center; (2) irregularity of the curvilinear course, and (3) numerous agglutinations. Illustrations are given.—*F. C. Sumner.*

1662. Räber, Hans. (*Zoological Garden, Basel, Switzerland.*) Das Verhalten von gefangener Waldohreule (*Asio otus otus*) und Waldkauze (*Strix aluco aluco*) zur Beute. (The behavior of captive wood-owls (*Asio otus otus*) and tawny owls (*Strix aluco aluco*) with respect to prey.) *Behaviour*, 1949, 2, 1-95.—Starting with the observation that satiated owls continue to kill prey in the same type of situation where they refuse meat offered as food, Räber attempts an experimental analysis of the perceptual cues to prey-striking behavior. The following results emerge: (1) small animals elicit striking in terms of the scheme, "body with moving limbs . . . or visible moving muscles." (2) worms and beetles are seized in accordance with a similar perceptual pattern. (3) "The prey 'bird' corresponds to the stimulus situation 'oval body with plumage and a tail clearly discernable in the axis of the body,'" movement being of no importance. Preliminary experiments on young animals showed that unfledged animals did not catch prey, that from fledgling to moulting stages they struck at any moving object, gradually losing interest in dummies as they grew older. 49-item bibliography, English summary.—*L. I. O'Kelly.*

1663. Rey, André. (*U. Geneva, Switzerland.*) Evolution au cours du développement d'une forme de coordination motrice. (Evolution of the course of development of a form of motor coordination.) *Arch. Psychol., Genève*, 1949, 32, 258-279.—With the assistance of suitable apparatus, experiments were conducted with complex movement involving the coordination of several impulses. The subjects ranged from 6 years to adult. The procedure in-

cluded drawing both with eyes shut and open, and correcting errors. The initial error for all ages diminished with 6 visual trials. Other conclusions and theories are presented regarding work with and without visual help, and the significance of initial errors.—*G. E. Bird.*

(See also abstract 1934)

COMPLEX PROCESSES AND ORGANIZATIONS

1664. Alper, Thelma G. (*Clark U., Worcester, Mass.*), & Black, Adelaide. The effect of instruction, task, and population-sample on mental set. *Amer. J. Psychol.*, 1949, 62, 295-299.—An analysis of pertinent studies is made to "point up the importance of differentiating between orientation and involvement." Without such differentiation it may not be possible further to clarify our knowledge of the effects of different mental set on learning and retention, in particular, and on other mental processes in general.—*S. C. Ericksen.*

1665. Bechterev, W. "Direct influence" of a person upon the behavior of animals. *J. Parapsychol.*, 1949, 13, 166-176.—This is an abbreviated translation of a report on tests of telepathy in dogs carried out by the Russian neurophysiologist and report by him in 1924 in *Zeitschrift für Psychotherapie*.—*B. M. Humphrey.*

1666. Birge, William R. (*Duke U., Durham, N. C.*) A clairvoyance game experiment. *J. Parapsychol.*, 1949, 13, 197-207.—A series of clairvoyance tests was planned to encourage spontaneity and to inhibit decline effects by having subjects make 5 trials at a time in a gamelike test situation. 6 different card games were designed in which 6 subjects participated at one time. 4 different games were played a session, and 34 sessions were held in all. In the analyses of the results a probability of .002 was obtained but was not considered as conclusive evidence of extrasensory perception because a number of analyses were carried out.—*B. M. Humphrey.*

1667. Freud, Anna. Aggression in relation to emotional development; normal and pathological. In *Freud, A., et al., The psychoanalytic study of the child*, (see 24: 1738), 37-42.—Aggressive urges are said to serve the aim of undoing connections and destroying life, and are opposed to the aims of the sex instincts. The early phases of aggressive energy may find outlets on the child's own body, such as seen in head-knocking, and may be found in such later manifestations as aggressive love. Pathological aggression in young children is held to be due to a lack of fusion between aggressive tendencies and libidinal urges.—*W. Gruen.*

1668. Fruchter, Benjamin. A factor analysis of aptitude, achievement and background variables. *Amer. Psychologist*, 1949, 4, 393-394.—Abstract.

1669. Humphrey, Betty M. (*Duke U., Durham, N. C.*) Further work of Dr. Stuart on interest test

ratings and ESP. *J. Parapsychol.*, 1949, 13, 151-165.—The late Dr. C. E. Stuart had devised an interest inventory consisting of 60 items of common interest which subjects in ESP experiments were asked to check on a 5-point scale varying from "like it very much" to "dislike it very much." The method of scoring the inventory divided subjects into two groups: midrange and extreme. Stuart's data from 8 ESP card-test series (239 subjects) and those of 8 additional series (278 subjects) by the author are analysed. Subjects in the midrange group for all 16 series gave a mean ESP score above mean chance expectation, while those in the extreme group scored below the expected chance average. The CR of the difference was 3.19.—*B. M. Humphrey.*

1670. **Leeper, Robert.** (*U. Oregon, Eugene.*) **Concept-formation as a paradigm of learning.** *Amer. Psychologist*, 1949, 4, 386-387.—Abstract.

1671. **Lehman, Harvey C.** (*Ohio U., Athens.*) **Young thinkers and great achievements.** *J. genet. Psychol.*, 1949, 74, 245-271.—Examples of outstanding achievement in a variety of fields of interest by young persons are cited. It is pointed out that "... if youths ... have made outstanding creative contributions in some fields more often than in others, this finding does not reflect variability in the intrinsic difficulty *per se* of the various subject-matter fields, but rather differences in the amount of opportunity that young people have to become familiar with and to deal at first hand with the several subject-matters."—*R. B. Ammons.*

1672. **McGinnies, Elliott.** (*U. Alabama, University.*) **Emotionality and perceptual defense.** *Psychol. Rev.*, 1949, 56, 244-251.—"Recognition thresholds and galvanic skin responses during the pre-recognition period were measured for sixteen observers presented tachistoscopically with eleven neutral and seven emotionally-toned words, randomly ordered. The observers reacted with GSR's of significantly greater magnitude during the pre-recognition presentation of the critical words than they did before recognizing the neutral words. In addition, the observers displayed significantly higher thresholds of recognition for the critical than for the neutral words."—*R. B. Ammons.*

1673. **Moloney, James Clark, & Rockelein, Laurence A.** (*414 Arlington Drive, Birmingham, Mich.*) **Flight.** *Amer. Imago*, 1949, 6, 111-117.—Freud anticipated that his original contributions to symbol-interpretation would be enriched and expanded. Following his lead, psychoanalysts have almost universally and exclusively accepted dreams of stairs in the action-picture frame of reference as connoting sexual intercourse. However, the word-picture of a "flight of stairs" (the German language has no widespread literal equivalent for this phrase but instead primarily describes the act of mounting, climbing, going up) may carry a significance of its own as a symbol of escape, of running away.—*W. A. Varvel.*

1674. **Rank, Beata.** (*James Jackson Putnam Children's Center, Boston, Mass.*) **Aggression.** In

Freud, A., et al., The psychoanalytic study of the child, (see 24: 1738), 43-48.—Two cases are cited in support of the thesis that aggression is not an unmodifiable force of destruction, but that aggressive behavior means "adaptation to the surrounding reality, hence is a part of ego-organization." The author shows how one can modify destructive tendencies by "providing an emotional climate favorable to the development of an ego which has the capacity to organize and to control drives." She coins the concept "fragmented ego" to denote the disunited ego which represents unintegrated fragments of successive stages of development and is given to low frustration-tolerance that leads to motor-expressive discharges.—*W. Gruen.*

1675. **Stromberg, Eleroy L.** (*Western Reserve U., Cleveland, O.*) **Visual discrimination, dexterity, and non-verbal intelligence measured by a single, short (8 minute) test.** *Amer. Psychologist*, 1949, 4, 392.—Abstract.

(See also abstract 1628)

LEARNING & MEMORY

1676. **Birch, Herbert G.** (*City Coll., New York.*) & **Bitterman, M. E.** **Reinforcement and learning: the process of sensory integration.** *Psychol. Rev.*, 1949, 56, 292-308.—Investigations have suggested the operation of two distinct learning processes, stimulus substitution and selective modification of response. Stimulus substitution cannot be accounted for in terms of the establishment and strengthening of stimulus-response connections under the influence of need-reduction. It is concluded that both processes must be postulated "if the data of conditioning experiments are properly to be understood."—*R. B. Ammons.*

1677. **Bloomberg, Robert** (*U. Tennessee, Knoxville.*) & **Webb, Wilse B.** **Various degrees within a single drive as cues for spatial response learning in the white rat.** *J. exp. Psychol.*, 1949, 39, 628-636.—10 male and 2 female albino rats were trained in a T-maze for a period of six weeks. They were rewarded for a response to the right when motivated by three hours of hunger, and for a response to the left when motivated by 22 hours of hunger. Only one animal succeeded in learning the problem at the end of 90 reinforcements of each response. In a second experiment, 12 female albino rats were trained in the same T-maze for a period of eight weeks. More food was given at daily feedings, a door was added at the choice point, and fewer non-reinforced trials were given in each training series. Ten animals succeeded in reaching a criterion of learning which was shown to be significant.—*R. B. Ammons.*

1678. **Buxton, Claude E.** (*Northwestern U., Evanston, Ill.*) **Repetition of two basic experiments on reminiscence in serial verbal learning.** *J. exp. Psychol.*, 1949, 39, 676-682.—"Two complete Ward-type reminiscence experiments were performed, with independent groups of Ss. One group learned unrelated adjectives, the other nonsense syllables.

Each group, after first reaching the criterion of 16/16, had rest intervals on various experimental days, of 6 sec., 30 sec., 2, 5, 10, or 20 min., in a randomized order for each S. . . . The syllable recall data showed an initial significant rise, then a fairly sharp fall, as length of rest interval increased. . . . Recall of adjectives showed an insignificant initial improvement, then a small decrement, as length of rest interval increased. . . . Middle positions, in the syllable lists, upon inspection, seemed to show more reminiscence than end positions. Tests of significance showed, however, that neither position by itself showed significant reminiscence. . . . A similar result was found in serial position analyses of the adjective data."—R. B. Ammons.

1679. DuBois, Philip H. (Washington U., St. Louis, Mo.), & Bunch, Marion E. A new technique for studying group-learning. *Amer. J. Psychol.*, 1949, 62, 272-278.—The essential materials are: a 10-page booklet containing the items to be learned, presented in multiple-choice form, a separate answer sheet for machine grading, 30 items on each page, uniform difficulty of items throughout the booklet hence the number of items completed per unit of time represented performance or degree of learning. Illustrative examples are presented and characteristic results (learning curves) obtained. The technique seems sufficiently general to be applicable to a variety of learning research problems including the classical areas of reminiscence, retroactive inhibition, effect of tuition, etc. Large numbers of subjects can be used under conditions that the results can be analyzed mechanically.—S. C. Ericksen.

1680. Ehrenfreund, David. (State Coll. Washington, Pullman.) Generalization of secondary reinforcement in discrimination learning. *Amer. Psychologist*, 1949, 4, 386.—Abstract.

1681. [Gagne, R. M., & Baker, Katherine E.] (Connecticut Coll., New London.) Stimulus pre-differentiation as a factor in transfer of training. Port Washington, L. I., N. Y.: U. S. Navy Special Devices Center, 1949. (Tech. Rep.-SDC 316-1-7.) 20 p.—Four matched groups of 32 subjects were given different amounts of practice trials associating 4 letters with 4 light stimuli and then 60 trials on a motor task in which the same lights were used. The pre-learning of "names" for the lights improved motor task learning increasingly with the number of pre-trials.—M. W. Raben.

1682. [Gagne, Robert M., Baker, Katherine E., & Foster, Harriet.] (Connecticut Coll., New London.) On the relation between similarity and transfer of training in the learning of discriminative motor tasks. Port Washington, L. I., N. Y.: U. S. Navy Special Devices Center, 1949. (Tech. Rep. SDC 316-1-5.) 48 p.—The authors present a theoretical analysis of transfer to be expected from one task involving discriminative motor learning to a second with certain types of alteration. From their hypothesis it is predicted that when stimulus-response relations are identical for the two tasks, positive transfer decreases as stimuli or responses differ from

first to second task. Negative transfer will decrease when stimulus-response relations are reversed according to the degree of alterations of the similarities. 30 references.—M. W. Raben.

1683. [Gagne, Robert M., Baker, Katherine E., & Foster, Harriet.] (Connecticut Coll., New London.) Transfer of discriminations to a motor task. Port Washington, L. I., N. Y.: U. S. Navy Special Devices Center, 1949. (Tech. Rep.-SDC 316-1-6.) 29 p.—Groups of Navy enlisted men learned a motor task in response to light stimuli discriminable on the basis of color and position. Two groups had pre-learning trials with color and position differences only. The third responded to the combination. There was transfer from the preliminary trials to the total task. Error data showed color was more difficult for discrimination than position.—M. W. Raben.

1684. Gästrin, Jan. *Inlärningsprocessens psykologi*. (2nd ed.) (The psychology of the learning process.) Stockholm: Natur och Kultur, 1949, 372 p. 12 Kr.—In this second, revised edition of his textbook (see 20: 2284), Gästrin brings up to date the experimental foundations of learning theory. A partial list of the topics considered in the 6 chapters includes: (1) habit, instinct and maturation; (2) conditioning, its neural foundations, maturation and conditioning, perception and conditioning; (3) association theories; (4) trial and error learning, problem solving of an elementary nature, insight and *omväg* in problem solving; (5) complex problem solving; (6) formal training, the problem of transfer, the G factor and the constancy of the IQ. 12 pages of bibliographic notes.—A. Tejler.

1685. Gilhausen, Howard C. (U. California, Los Angeles.) The problem of least action in an apparently "free" field and other suggested experiments indicating difficulty in achieving a minimum path. *Amer. Psychologist*, 1949, 4, 397.—Abstract.

1686. Gilmore, James L. (U. Oregon, Eugene.) A further investigation of immediate and delayed recall of completed and uncompleted tasks. *Amer. Psychologist*, 1949, 4, 385-386.—Abstract.

1687. Greenacre, Phyllis. (Cornell U. Med. Coll., New York.) A contribution to the study of screen memories. In Freud, A., et al., *The psychoanalytic study of the child*, (see 24: 1738), 73-84.—A special case of screen memories is discussed in the light of investigations reported in a previous paper by the author. This article is a follow-up of the suggestion that intense experiences of early childhood reinforce visual components in the superego formation which are reactivated under similar circumstances in later life. One case is presented in detail as an example of a traumatic, but isolated, screen memory which was uniquely devoid of brightness, and stubbornly resisted analysis. 14-item bibliography.—W. Gruen.

1688. Harrison, J. M. (Boston U., Mass.) Hull's derivation of stimulus asynchronism: a correction. *Psychol. Rev.*, 1949, 56, 252-260.—Empiri-

cally it has been determined that "in a conditioned response experiment the formation of the conditioned response is most efficient when the conditioned stimulus precedes the unconditioned stimulus by a short time interval. If the interval by which S_c precedes S_u is greater or smaller than the optimum period, the conditioning will be less efficient." When certain relationships in the nervous system are hypothesized, it is shown that Hull's stimulus-asynchronism corollaries cannot be derived from his postulates. Assumption of a stimulus inhibition factor related to magnitude of stimulus and time since stimulation makes possible the prediction of an optimum time interval between S_c and S_u .—*R. B. Ammons.*

1689. Herman, Irving L. (Stanford U., Calif.) **Retroactive inhibition as a function of the degree of stimulus similarity and response similarity.** *Amer. Psychologist*, 1949, 4, 385.—Abstract.

1690. Hilgard, Ernest R., Dutton, Charles E., & Helmick, John S. (Stanford U., Calif.) **Attempted pupillary conditioning at four stimulus intervals.** *J. exp. Psychol.*, 1949, 39, 683-689.—Pupillary conditioning was attempted on two successive days with each of 43 adult human subjects. The stimulus-intervals used with different groups included a buzzer and light presented together, and the buzzer preceding the light by 3, 6, and 9 sec. Successful conditioning with one subject at the 6-sec. interval demonstrated that the recording method was satisfactory to detect conditioned responses of small magnitude. Conditioning was generally unsatisfactory at all four stimulus intervals. The search for more satisfactory circumstances for pupillary conditioning is recommended. Continued negative results would require a revision in classical conditioning theory.—*R. B. Ammons.*

1691. Hovland, Carl L. (Yale U., New Haven, Conn.) **Experimental studies in rote-learning theory: VIII. Distributed practice of paired associates with varying rates of presentation.** *J. exp. Psychol.*, 1949, 39, 714-718.—18 Ss served as their own controls in 6 conditions of paired associate learning. Performance was somewhat benefited by distributed trials when a 2-sec. presentation rate was used, and was considerably benefited by the distribution when a 1-sec. rate was used. Better performance was still found when interpolated color-naming was speeded up. These results make it less likely that the presence of remote associations is necessary in order that distributed practice be beneficial in the learning of verbal material.—*R. B. Ammons.*

1692. Irion, Arthur L. (U. Illinois, Urbana.) **Reminiscence in pursuit-rotor learning as a function of length of rest and of amount of pre-rest practice.** *J. exp. Psychol.*, 1949, 39, 492-499.—2 experiments were performed with the pursuit rotor, one with varying lengths of pre-rest practice and one with varying lengths of interpolated rests. "Significant amounts of reminiscence occurred following a five-min. rest . . . as amount of pre-rest practice increases, amount of reminiscence at first increases and

then decreases. . . . Reminiscence was found to be a function of the length of the rest interval, the effects of rest being still measurable after five relearning trials . . . amount of reminiscence appears to be a negatively accelerated, increasing function of the length of the rest period, when the cumulative mean of the five relearning trials is used in the determination of the amount of reminiscence."—*R. B. Ammons.*

1693. Irion, Arthur L. (U. Illinois, Urbana.) **Retention and warming-up effects in paired-associate learning.** *J. exp. Psychol.*, 1949, 39, 669-675.—Two experiments were conducted to determine for verbal paired-associate learning the relation between warming-up effect and length of retention interval, and then to attempt to decrease retention losses by introducing warming up activities just before relearning. 15 Ss each were run in 8 conditions. The findings may be summarized: (1) the retention of a list of paired-associate adjectives was found to be a negatively accelerated decreasing function of the length of the retention interval. (2) The amount of warming-up effect was demonstrated to be some increasing function of the length of the interpolated rest period. (3) When a warming-up activity is introduced immediately before recall, a significant reduction in amount of forgetting is obtained.—*R. B. Ammons.*

1694. Kientzle, Mary J. (State Coll. Washington, Pullman.) **Ability patterns under distributed practice.** *J. exp. Psychol.*, 1949, 39, 532-537.—4 groups of Ss practiced writing the inverted alphabet for 20 one-min. trials under varying combinations of distributions of practice. Changing from massed to distributed practice increased mean scores rapidly. Variability rose more slowly under massed practice, while rest produced an increased variability. Changing conditions of spacing late in practice did not affect correlations of later trials with trial 15. "The data of the present study . . . suggest strongly that, while practice changes the underlying abilities entering a task, rest improves performance in some total fashion which leaves ability relationships unchanged. Level (as shown by mean scores) and variability of performance depend on rest as well as on practice, but ability pattern does not."—*R. B. Ammons.*

1695. Kientzle, Mary J. (State Coll. Washington, Pullman.) **Individual differences under distribution of practice.** *Amer. Psychologist*, 1949, 4, 386.—Abstract.

1696. Kimble, Gregory A. (Brown U., Providence, R. I.) **Performance and reminiscence in motor learning as a function of the degree of distribution of practice.** *J. exp. Psychol.*, 1949, 39, 500-510.—5 groups of Ss were given 21 30-sec. trials of upside-down backwards alphabet printing. Trials were separated by rest pauses of 0, 5, 10, 15, or 30 sec., and all but the 30-sec. group were given a 10-min. rest between the 20th and 21st trials. No difference in the amount of temporary reactive inhibition was obtained for groups learning under the two conditions with the greatest degrees of massing of practice.

The amount of reminiscence decreases as the inter-trial interval increases. After the early trials, the level of performance is a negatively accelerated function of the length of the inter-trial rest pause. When differences in the rate of learning finally appear, they occur as an increasing linear function of the length of the inter-trial rest.—R. B. Ammons.

1697. McCreary, John K. (Bates Coll., Lewiston, Me.) The problem of learning. *Canad. J. Psychol.*, 1949, 3, 130-135.—Brief summaries of the learning theories of Hull, Tolman, and Skinner are presented, as well as some of the constructs of Woodworth, Allport, and Lewin. In concluding remarks the author raises some questions concerning the referent for the term "learning" which are important to any learning theory.—J. W. Bowles, Jr.

1698. Nuttin, Josef. (U. Louvain, Belgium.) Spread in recalling failure and success. *J. exp. Psychol.*, 1949, 39, 690-699.—Experiments were set up to examine whether punished responses in the proximity of a successful one are more frequently recalled as "rewarded" than are more remote items. In a first series of experiments, with 12 groups of Ss, it is found that a phenomenon of "spread in recalling success" really exists. A second series of experiments shows that the factor responsible for the spread of recalls is the proximity of reward during the second presentation of the series, i.e., during the recalling experiment. Recalls of failure spread as well as recalls of success, when punishment is the contrasting result obtained by the Ss. An hypothesis is built up, on the basis of these facts, to explain the new phenomenon of spread in recalling failure and success. The relation between this phenomenon and the Thorndike-effect is shown.—R. B. Ammons.

1699. Philip, B. R. (Queen's U., Kingston, Ont.), & Peixotto, H. E. Recall and recognition of nonsense syllables. *Amer. J. Psychol.*, 1949, 62, 228-237.—Two equated groups of 100 subjects learned 60 syllables from Peixotto's list. The learning was tested by recall and recognition in a counter-balanced order. Pronounced positional effects were found in both methods of retention. The r between recognition and recall was .58 for the same subjects and .30 for the same syllables. Suggested explanations for the low r 's are offered.—S. C. Ericksen.

1700. Porter, Paul B. (Stanford U., California.) Effects of ingested glutamic acid upon maze learning in the white rat. *Amer. Psychologist*, 1949, 4, 389.—Abstract.

1701. Razran, Geogory. (Queens Coll., Flushing, N. Y.) Semantic and phonetographic generalizations of salivary conditioning to verbal stimuli. *J. exp. Psychol.*, 1949, 39, 642-652.—"Salivary CR's were formed in eight adult human Ss to 12 different English words . . . after the CR's were well established, they generalized in varying amounts, to 32 English words related to the conditioned words semantically, phonetographically, or both. . . . A crude gradient manifested itself in the generalization to the phonetographically related words. . . . In the semantic categories . . . the generalization was

greatest to contrasts, coordinates, and subordinates of the conditioned words . . . there was surprisingly little generalization from the first to the second word in a compound of two words." An hypothesis is formulated that "CR generalization develops not during the original training to the conditioned stimuli, but during the subsequent testing for the generalization stimuli. . . ."—R. B. Ammons.

1702. Razran, Gregory. (Queens Coll., Flushing, N. Y.) Some psychological factors in the generalization of salivary conditioning to verbal stimuli. *Amer. J. Psychol.*, 1949, 62, 247-256.—Previous studies by the author are continued using the same CR procedure. The experimental design introduced 3 special effects: mental set, special meanings, and points of view. In general the results support the previously formulated hypothesis: "CR-generalization is primarily developed not during original CR-training situation but during the subsequent CR-generalization testing-situation." It is believed that gradients of CR-generalization are rooted in the "learned activities of the individual" rather than in the "predetermined properties of dimensions of stimuli."—S. C. Ericksen.

1703. Razran, Gregory. (Queens Coll., Flushing, N. Y.) Stimulus generalization of conditioned responses. *Psychol. Bull.*, 1949, 46, 337-365.—Four views of stimulus generalization of conditioned responses are considered: (1) cortico-physiological (Pavlov, Bekhterev), (2) physico-behavioral (Hull-Spence), (3) failure of association-transposition (Lashley and Wade), and (4) categorizing-rating (Razran). The writer reviews the evidence and concludes that the fourth view is favored, and that the first and second are in disagreement with the evidence. 64 references.—S. Ross.

1704. Rohrer, John H. (U. Oklahoma, Norman.) Factors influencing the occurrence of reminiscence: attempted formal rehearsal during the interpolated period. *J. exp. Psychol.*, 1949, 39, 484-491.—24 Ss learned three lists of 14 nonsense syllables to a criterion of 9 out of 12 correct, engaged in some other activity for 5 min., then attempted recall on one additional trial. "Data are presented which show that attempted rehearsal of a partially learned list of verbal materials during an interpolated period will result in a decrement in subsequent recall performance. The data are interpreted as supporting the hypothesis that the phenomenon of reminiscence results from the dissipation of an inhibitory tendency built up during acquisition as a result of non-reward or frustration."—R. B. Ammons.

1705. Seward, John P. (U. California, Los Angeles.), & Levy, Nissim. Sign learning as a factor in extinction. *J. exp. Psychol.*, 1949, 39, 660-668.—33 rats were given 10 trials in crossing a narrow elevated path from one platform to another to receive food. They were then divided into 2 groups one of which spent time before and between extinction trials on the goal platform, the other on a neutral platform. Both groups were extinguished to a criterion. The goal platform group reached the cri-

terion in a mean of 3.12 trials, group C in 8.25. There were also differences in crossing and latent times on extinction trial one. It is noted that "the learning that underlies extinction may serve not merely to subtract the incentive but to produce an 'emotional' interference with the response."—R. B. Ammons.

1706. Sheffield, Fred D. (Yale U., New Haven, Conn.) Hilgard's critique of Guthrie. *Psychol. Rev.*, 1949, 56, 284-291.—A paraphrased list of Hilgard's strongest criticisms is presented. Comments are made on the pertinence and validity of each. In general it is believed that Guthrie's system could be made the basis for an experimental program, and is as carefully worked out as most other current theories. Hilgard's criticisms seem to be generally wide of the mark or unwarrantedly severe. (See 22: 2940.)—R. B. Ammons.

1707. Sheffield, Fred D. (Yale U., New Haven, Conn.) 'Spread of effect' without reward or learning. *J. exp. Psychol.*, 1949, 39, 575-579.—155 Ss "were asked to try to divine—through clairvoyance—the sequence of random numbers in four specified columns of Tippet's tables. . . . The guessing sequences obtained were subjected to a spread-of-effect analysis in which chance repeats in the same ordinal position in successive columns were treated as if they were rewarded responses in a spread study. . . . The result was a reliable 'after' gradient such as is found in spread-of-effect studies. The findings confirm the 'guessing-sequence' explanation of Thorndike's phenomenon and provide a 'spread of effect' that cannot be explained by the alternative theories of Thorndike and others."—R. B. Ammons.

1708. Sheffield, Virginia F. (Yale U. New Haven, Conn.) Extinction as a function of partial reinforcement and distribution of practice. *J. exp. Psychol.*, 1949, 39, 511-526.—"Seventy-two rats were trained to run down an alley for food. Half received reinforcements on all training trials, and half randomly on 50 per cent of the trials. Half of each group were trained with a 15-sec. interval between trials and half with a 15-min. interval. Each of the four training groups was divided for extinction, half being extinguished with the 15-sec. interval and half with the 15-min. interval. . . . There were no significant differences in level of performance on the last half of the acquisition trials. . . . After massed training, resistance to extinction was significantly greater for 50-per cent reinforcement groups than for 100-per cent reinforcement groups. . . . After spaced training, the difference in resistance to extinction between 100-per cent and 50-per cent reinforcement groups was not significant; it was, in fact, slightly reversed."—R. B. Ammons.

1709. Sparks, Paul C. (Tulane U., New Orleans, La.), & Ammons, Robert B. Uses of the Schlosberg Board in the study of human learning. *Mot. Skills Res. Exch.*, 1949, 1, 21-26.—"On the Schlosberg Board 18 Ss learned 8 paired combinations of toggle switches under 3 major conditions: unpaced trial-and-error, paced trial-and-error, and learning with

knowledge of correct response given after each error. Three additional matched groups were given a 2-min. rest midway in practice. Guidance significantly reduced the number of trials to learn to a criterion. No differences appeared between paced and non-paced groups in trial scores. Error scores made at each stimulus position suggested that pacing may have differential effects on the difficulty of various positions but the serial position curve typical of verbal serial learning appeared regularly. Interpolation of a rest did not produce reminiscence. Anticipatory and perseverative errors were noted. From the findings it is concluded that the Schlosberg Board provides a learning task sensitive to many variables.—C. W. Swink.

1710. Tolman, Edward C. (U. California, Berkeley.), & Gleitman, Henry. Studies in spatial learning: VII. Place and response learning under different degrees of motivation. *J. exp. Psychol.*, 1949, 39, 653-659.—Four groups of 8 rats each were run on a T-maze with 2 opposite and alternative starting paths. A place group ran to the same food place from 2 starting positions, while a response group ran to different places but always had to make the same body turn. Half of each group were run 46 hrs. hungry, and half 12 hrs. All groups were run for 7 days, blinded, then run for 4 more days. Place performance was acquired faster than response performance under both degrees of motivation. The place groups were more disturbed by blinding than the response groups, perhaps because they depended more on visual cues. VTE's were apparently equivalent to partial errors, and were decreased by high motivation.—R. B. Ammons.

1711. Wickens, Delos D., Hall, John, & Reid, Lyne Starling. (Ohio State U., Columbus.) Associative and retroactive inhibition as a function of the drive stimulus. *J. comp. physiol. Psychol.*, 1949, 42, 398-403.—"The object of the present study was to determine: (1) Whether the learning of a new response is slower when the drive stimulus is the same for both the old and new response than when it is heterogenous; and (2) Whether there is greater retroactive inhibition when the drive stimulus of the original and interpolated learning is similar." Using a simple elevated T-maze and 32 albino rats, half of which were trained under thirst and half under hunger motivation, training was given with the appropriate incentive in the right goal box. After 27 trials the incentive was shifted to the left goal box and the drive changed for half of the animals in each group. After learning to a criterion the incentive was shifted back to the right and the animals retrained to a similar criterion. "The general pattern of the results support the two hypotheses with only one comparison not resulting in a significant difference." It is concluded that the drive stimulus may become attached to the response, and that it may operate in a manner similar to external stimuli.—L. I. O'Kelly.

1712. Wright, Susan T. H. (Stanford U., Calif.), & Taylor, Donald W. Distributed practice in verbal

learning and the maturation hypothesis. *J. exp. Psychol.*, 1949, 39, 527-531.—5 groups of 16 Ss learned by the method of serial anticipation a list of 18 nonsense syllables presented at the rate of one every 3 sec. All Ss received a total practice period of 52 min., and all trials were one min. in length. The length of the interpolated rest periods varied systematically from 0 to 8 min. The achievement per trial of all four groups with spaced practice was superior to that of the group with continuous practice. The results do not confirm the maturation hypothesis. The data show that the larger the number of trials given in 52 min. the greater the achievement.—R. B. Ammons.

1713. Zeaman, David. (Columbia U., New York.) Response latency as a function of the amount of reinforcement. *J. exp. Psychol.*, 1949, 39, 466-483.—7 groups of rats were given spaced trials on a simple elevated runway with varying amounts of food reinforcement. The curves generated differed significantly with respect to asymptotes of latencies, while the rate-of-approach to these asymptotes remained unchanged. Groups receiving larger rewards showed greater resistance to extinction. Contrast effects were observed when amount of reward was changed. "It is suggested that quantitative reduction in amount of reinforcement reduces strength of response by reducing habit strength (H_r). The theory is advanced that extinction is to be regarded as a reduction in amount of reinforcement, and also, contrary to Hull's view, as involving a reduction in habit strength."—R. B. Ammons.

(See also abstract 1934)

THINKING & IMAGINATION

1714. Cameron, Norman (U. Wisconsin, Madison.), & Magaret, Ann. Experimental studies in thinking: I. Scattered speech in the responses of normal subjects to incomplete sentences. *J. exp. Psychol.*, 1949, 39, 617-627.—Scattered speech in response to incomplete sentences was studied in 56 women college students. Half of the Ss completed sentences under conditions without distraction, and with 2 types of distraction. Significantly fewer items of the stories were recalled under conditions of distraction than without distraction. There are significant individual differences in scatter-frequency.—R. B. Ammons.

INTELLIGENCE

1715. Fattu, Nicholas A., & Fox, William H. (Indiana U., Bloomington.) Scores on the interpretation of data test: their relation to measures of achievement, personality, and interest. *Bull. Sch. Educ. Ind. Univ.*, 1949, 24(3), 54 p.—In an attempt to investigate the relationships between the ability to interpret and other measurable abilities, the authors administered the *Interpretation of Data, 2.51 Test* to over 200 ninth grade boys and girls. In addition, objective appraisals were secured in some 12

other areas, including CA, mental capacity, general reading comprehension, interests, science ability, social studies ability, and socio-economic status. From a statistical analysis of the data it was concluded that "... ability to interpret data seems to be closely associated with those factors which also make up typical group measures of intelligence and achievement. The adjustment and interest scores as a whole indicate a distinctly lower order of association."—A. S. Artley.

1716. Foulds, G. A. (Crichton Royal, Dumfries, Scotland.) Variations in the intellectual activities of adults. *Amer. J. Psychol.*, 1949, 62, 238-246.—A series of perceptual tests and a vocabulary scale were given to over 5000 adults representing different occupational levels. "Except that the rate of development and decline appears to be different at different intellectual levels, and the results agree with the findings of other investigators." The usefulness of the two types of tests is pointed out and their possibilities for more analytical intellectual assessment.—S. C. Ericksen.

PERSONALITY

1717. Blondel, Charles. *La personnalité*. (Personality.) Paris: Presses Universitaires de France, 1949, 96-137 p. 80 fr. (v. 7, Sect. 3, G. Dumus, *Nouveau traité de psychologie*).—The development and characteristics of the personality are described. Chapters deal with the relation of the self to the environment, the development of the concept of self and ego, and theories of personality. 98-item bibliography.—R. B. Ammons.

1718. Murphy, Gardner. (Coll. City of New York.) The relationships of culture and personality. In Sargent, S. S., & Smith, M. W., *Culture and personality*, (see 24: 1777), 13-30.—It is as incorrect to define personality as an individual entity as it is to define culture as an individual entity. Personality is an interaction of organism and culture and personality exists only within the matrix of forces which act upon it and upon which it in turn reacts. There should be an attempt to apply modern knowledge and techniques concerning personality and culture to the really crucial "personality-and-culture" problems of the present world crisis.—E. A. Rubinstein.

1719. Shacter, Helen. (Northwestern U., Evanston, Ill.) *How personalities grow*. Bloomington, Ill.: McKnight and McKnight, 1949. 256 p. \$3.00.—The present book is a revision and extension of a previous book entitled "Understanding Ourselves" (see 20: 1168). The revision is intended for young men and women who want to learn more about how personality develops. The importance of social relationships is emphasized.—L. Long.

1720. Sullivan, Harry Stack. Multidisciplinary coordination of interpersonal data. In Sargent, S. S., & Smith, M. W., *Culture and personality*, (see 24: 1777), 175-194.—In a discussion of personality as an entity the term "experience" must be considered. Tensions, as one form of experience, are

both potential and representational and are subdivided into "needs" and "anxiety." Anxiety is induced by interpersonal relations "and the exclusively interpersonal origin of every instance of its manifestations, is the unique characteristic of anxiety." Personality itself is defined as "the relatively enduring pattern of recurring interpersonal situations which characterize a human life." These patterns and the personality undergo distinct changes at specific stages in the progression from birth to maturity as well as being influenced by critical experiences. In addition, personality, viewed from the field theory of interpersonal relations must take into account characterizable subpersonalities or personifications which interact with, and are a large part of, the total system forming the "real" personality.—E. A. Rubinstein.

1721. Wolfe, Helen M. (*American Psychological Association, Washington, D. C.*) **A fundamental principle of personality measurement.** *Psychol. Rev.*, 1949, 56, 273-276.—". . . an individual reveals his own personality through any change he makes upon any type of material. . . . Any material will itself limit the range of possible responses. It is therefore likely that it will be of relatively little value for measuring some aspects of personality, even though it is of great value in measuring others. If personality is to be measured, the changes or the behavior which the material evokes must satisfy the usual test criteria of reliability and validity. . . . The principle . . . forces us to think more clearly concerning two aspects of personality measurement . . . 1. The range of possible test materials is almost infinitely large. . . . 2. Which materials within this large range can be employed depends upon how satisfactorily they satisfy the well-established statistical criteria of test construction."—R. B. Ammons.

(See also abstracts 1769, 1791, 1805, 1813, 1815)

AESTHETICS

1722. Bergler, Edmund. (251 Central Park West, New York 24.) **Anxiety, "feet of clay," and comedy.** *Amer. Imago*, 1949, 6, 97-109.—Some neurotics have a compulsive necessity to prove that all protagonists have "feet of clay." Under the disguise of making fun, they use their observations of peculiarities and ridiculous attitudes to diminish their own latent anxiety. Irony, wit, and satire are weapons of the weak who use them to "deny inner dependence on the upbringers in childhood, later projected on the great and not so great. . . . The writer of satiric comedies is handicapped in his productivity by the constant duality of deep masochistically tinged depression and the tendency to direct unproductive irony against himself. Only in exceptional cases does he . . . muster enough aggression to hit back."—W. A. Varvel.

1723. Bryson, L. (*Teachers Coll., Columbia U., New York.*) **Popular art.** In Bryson, L., *The communication of ideas*, (see 24: 1829), 277-286.—

"By popular art we mean creative work that measures success by the size of its audience and the profit it brings to its makers." The works of popular art are shortlived because of the "voraciousness of the mass media." Popular art in any medium, in order to get a mass audience must be fictional, representational, and tells a story usually with a moral. The author considers how Socrates and Plato would have reacted to our popular art. Popular art can be improved but attempts should avoid confusion between fine and popular art which results in the *pseudo-fine* which the author catigates as the "worst of all the art varieties."—J. C. Franklin.

1724. Clarke, James Mitchell. (*Teachers Coll., Columbia U., New York.*) **Science and writing.** In Bryson, L., *The communication of ideas*, (see 24: 1829), 155-176.—Although "value of standardized literary products to the owners of mass communication media has resulted in a shrewd and industrious study of the technology of writing, . . . the effectiveness of communication has not appreciably increased." The person who wishes to communicate should study not the products of writers but the processes of writing. Formulae such as those of Lorge and Flesch are useful as "measuring instruments" of comprehensibility but are not recipes for writing. Scientific approaches to the study of the writing process will develop general and specific principles rather than unifactor formulae.—J. C. Franklin.

1725. Coffman, A. R. (*Hendrix Coll., Conway, Ark.*) **Is rhythm subject to training?** *Sch. Musician*, 1949, 21(1), 14; 45.—Series A and B of the Seashore Rhythm test were given to eighth graders and college music majors. The 24 eighth graders and the 10 college students who scored lowest were selected for further study. These were divided into equivalent experimental and control groups. The eighth grade experimentals were given 16 hours of rhythmic training (eurythmics etc.) and the college experimentals 10 hours of training. Then all groups were retested. While the data are not presented it is claimed that the experimentals showed remarkable gains and the controls little or no change.—P. R. Farnsworth.

1726. Farnsworth, Paul R. (*Stanford U., Calif.*) **The construction of several new measures of musical interests.** *Amer. Psychologist*, 1949, 4, 394.—Abstract.

1727. Grey, Lennox. (*Columbia U., New York.*) **Communication and the arts.** In Bryson, L., *The communication of ideas*, (see 24: 1829), 119-142.—The communicative aspects of art in our times and culture with reference to music, painting, literature, and the motion picture are discussed. The author disagrees with the view that mass communication and mass production of art forms results in debasement of esthetic standards and appreciation. ". . . mass audiences create out of works of art even greater works of art than their creators intended, in which the limited communication of the artist is turned into comprehensive communication by the people."—J. C. Franklin.

1728. Reich, Annie. The structure of the grotesque-comic sublimation. *Bull. Menninger Clin.*, 1949, 13, 160-171.—A portion of a case history is utilized to clarify the nature of the particularly labile grotesque-comic artistic sublimation and the conditions for its success or failure. The combination of aggression and exhibitionism turned simultaneously toward the actor's own body and against a hated rival is assumed to be typical for all cases of grotesque-comic art whether theatrical or graphic. Such artistic sublimation differs from all other forms of art through its greater closeness to the body and to instincts and anxiety. The comedian remains highly dependent upon the external world. If spectators are critical, the super ego is reinforced and punishes the unsuccessful attempt at rebellion. With this phase appear diminished self-esteem, the feeling of depression, and destructive self-criticism.—W. A. Varvel.

(See also abstracts 1731, 1753, 2180)

DEVELOPMENTAL PSYCHOLOGY

CHILDHOOD & ADOLESCENCE

1729. Ames, Louise Bates. (Yale U., New Haven, Conn.) Development of interpersonal smiling responses in the preschool years. *J. genet. Psychol.*, 1949, 74, 273-291.—"The present study summarizes 150 observation periods over a two-year interval. Records were made of the spontaneous smiling and laughing behavior of children from 18 months to four years of age, as they took part in the regular play activities of a guidance nursery group. . . . the amount of smiling increases from one smile per child every six minutes at 18 months to one smile every 1½ minutes at four years. Ratio of laughs to smiles increases from one laugh/10 smiles at 18 months to one laugh/3 smiles at four years. . . . The inter-personal complexity of the smiling situation increases steadily from . . . 18 months when the child alone is chiefly involved in smiling situations till four years when the smiling . . . involves child and teacher, or child and other child or children."—R. B. Ammons.

1730. Baggally, W. A note on a child's game. *Int. J. Psycho-Anal.*, 1947, 28, 198-201.—The game of a girl aged 17 months, consisting of standing upright on a couch and slowly falling over, is investigated in terms of the author's generalized hedonic theory. Analogy is drawn to the sequence of events in a traumatic neurosis. A brief obituary of the author is appended.—L. N. Mendes.

1731. Brody, V. A. The emergence of song. *Music Ed. J.*, 1949, 36, 22-24.—34 children, ranging in age from 9 to 17 were given a 7-week training in voice control. They were also given the Seashore Pitch test and measured for vital capacity, ability to sing in tune, etc. The average gain in vital capacity after training was found to be 343 cc. There was a slight increase in the average pitch score. But no appreciable relationship could be seen between

growth in the ability to produce pitch and the Seashore sensory pitch score.—P. R. Farnsworth.

1732. Burlingham, Dorothy T. The relationship of twins to each other. In Freud, A., et al., *The psychoanalytic study of the child*, (see 24: 1738), 57-72.—Observations on 4 sets of twins and one set of triplets, ranging from 1 to 4 years, are reported for the following aspects of behavior: (1) first notice taken of the twin; (2) competition for attention; (3) activity and passivity in pairs of twins; (4) competition in achievements; (5) copying from each other; (6) copying in the form of a game; (7) copying because of dependence; (8) copying of feeding habits; (9) contagion of feelings.—E. W. Gruen.

1733. Burlingham, Dorothy T. Twins—as a gang in miniature. In Eissler, K. R., *Searchlights on delinquency* . . . , (see 24: 1975), 284-287.—Observations of two pairs of twins at Hampstead Nurseries revealed certain forms of behavior which showed characteristics common to some specific types of dissocials. Such factors manifested by the pairs of twins are revealed and discussed.—S. Schpoont.

1734. Carey-Trefzer, Charlotte J. The results of a clinical study of war-damaged children who attended the Child Guidance Clinic, The Hospital for Sick Children, Great Ormond Street, London. *J. ment. Sci.*, 1949, 95, 535-559.—Followed up during 1947-1948 were 212 of 1203 children seen during the years 1942 to 1946, all of these being cases in which war factors had been crucial in the child's adjustment. Bombing and changes in family life were responsible for most disturbances, but these have tended to clear up. Evacuation of children caused fewer disturbances but these have been deep and persistent neuroses, especially in the children evacuated under 5 years of age. Most frequent symptom in the whole group was a change in behavior, followed by anxiety and fears. Delinquencies appeared only after evacuation and appeared to be related to feelings of rejection. 31 references.—W. L. Wilkins.

1735. Despert, Louise J. (Cornell U., Med. Coll., New York.) Dreams in children of pre-school age. In Freud, A., et al., *The psychoanalytic study of the child*, (see 24: 1738), 141-180.—190 dreams of 43 children of pre-school age were collected and analyzed in an attempt to ". . . define the meaning and function of dreams in the feeling and thinking experiences of young children." There was a predominant number of anxiety dreams, although parents always appeared in benevolent roles. The experience of anxiety in the dreams of the 2-year-old emerges in a fear of being hurt without naming the agent, while the devouring animals were identified in the dreams of later ages. It is concluded that the dream of pre-school children—besides being a threat—also has ". . . a protective function, and provides an outlet for the discharge of anxiety as well as of aggressive impulses. . . ." 68-item bibliography.—W. Gruen.

1736. Freud, Anna. Certain types and stages of social maladjustment. In Eissler, K. R., *Search-*

lights on delinquency . . ., (see 24: 1975), 193-204.—In their interpretation of social maladjustment, psychoanalysts have emphasized the pathogenic significance of faulty ego and superego development. However, certain types of social maladjustments are based on conflicts which belong to the normal realm of the child's emotional attachments. The use of certain primitive mechanisms of projection, introjection, magic thinking, etc., as regards the object world and the child's tendency to transfer his object-relationships are respectively the first and second regular phases of social maladjustment. The role of phallic masturbation and the consequent flooding of the ego-activities are discussed.—S. Schpoont.

1737. Freud, Anna. Notes on aggression. *Bull. Menninger Clin.*, 1949, 13, 143-151.—The role of aggression in normal and abnormal child-development has assumed central interest for workers in the field of education, child psychology, and child-therapy largely as the result of the findings of psychoanalysis. The various psychoanalytic theories of aggression are briefly summarized as are certain implications of the life and death instincts for psychology. The mechanisms of defense used by the ego against aggressive urges are surveyed. Clinical facts are cited which relate to the questions of how far the fate of the aggressive urges is determined by internal factors and how far influence is exerted by external factors.—W. A. Varvel.

1738. Freud, Anna; Hartmann, Heinz, & Kris, Ernst. [Eds.] *The psychoanalytic study of the child*. Vol. 3/4. New York: International Universities Press, 1949, 493 p. \$10.00.—The 25 contributions of different authors in this book have been grouped into the following 6 sections: (1) Problems of psychoanalytic theory and of child development; (2) Clinical problems; (3) Guidance work; (4) Problems of group psychology; (5) Surveys; (6) History of child psychiatry. A bibliography follows most of the articles. All articles are abstracted separately.—W. Gruen.

1739. Graves, Charles C. Factors in the development and growth of children's personalities. *J. Iowa St. med. Soc.*, 1948, 38, 437-439.—Stress is placed on the interrelation of environment and nature in the personality development of the child. It is pointed out that the environment should be made to suit the needs of the child in such wise that there is a mutual give and take between the two form which healthy, well-balanced personality development results. Where there is, or has existed, this give and take relationship between individual and environment, there develops a well-adjusted personality.—F. C. Sumner.

1740. Hoffer, Willie. Mouth, hand and ego-integration. In Freud, A., et al., *The psychoanalytic study of the child*, (see 24: 1738), 49-56.—Data from the writings of Gesell and Ilg and case observations of the author are used in an investigation based " . . . on the idea that the differentiation of the ego from the id . . . shows itself on the infant's body surface when, in the service of the oral partial in-

stinct and for the sake of autoerotic pleasure, two sensations, an oral one and a tactile one, are aroused simultaneously by finger-sucking." In the beginning of infancy the hand and mouth are closely associated and both are said to convey the first sensation of the self. For a while the competition between oral and other functions of the hand continues, until the hand begins to function more independently of the oral zone and comes more directly under the influence of the eyes and other sense organs.—W. Gruen.

1741. Johnson, Adelaide M. Sanctions for super-ego lacunae of adolescents. In Eissler, K. R., *Searchlights on delinquency . . .*, (see 24: 1975), 225-245.—The characters involved are those of adolescents in conflict with parents or some other external authority because of an acting out of forbidden, antisocial impulses. There is rarely a generalized weakness of the superego in the cases under consideration but rather a lack of superego lacunae. The author attempts to illustrate that the parents may find vicarious gratification of their own poorly integrated forbidden impulses in the acting out of the child, through their conscious or more often unconscious permissiveness or inconsistency toward the child in these spheres of behavior. The child's superego lacunae correspond to similar defects of the parents' superego.—J. Barron.

1742. Jones, Harold E. (U. California, Berkeley.) Adolescent changes in electrodermal phenomena. *Amer. Psychologist*, 1949, 4, 390.—Abstract.

1743. Klein, Emanuel. Psychoanalytic aspects of school problems. In Freud, A., et al., *The psychoanalytic study of the child*, (see 24: 1738), 369-390.—School problems are reviewed in the light of analytic theory and in their relation to problems in the analyses of adults. School experiences are discussed as the " . . . first important experiences outside the family circle that involve a systematic separation from the home and where the child is confronted with the need to adjust to strange children and adults." It is shown how the attitudes to the teacher, the classmates and the schoolwork are an important bridge between early attitudes to the parents, the siblings and the self, and their later expression in adult life. The basic roles played by instinctual drives, sado-masochistic trends, scopophilic and exhibitionistic impulses, oral and anal strivings, and narcissistic attitudes in the learning process and its impairment are extensively surveyed. 42-item bibliography.—W. Gruen.

1744. Leitch, Mary, & Escalona, Sybil. The reaction of infants to stress; a report on clinical observations. In Freud, A., et al., *The psychoanalytic study of the child*, (see 24: 1738), 121-140.—The Lewinian concept of tension is used to characterize infants' behavior under stress. Heightened tension was observed in all areas of functioning, the area most affected seemed to depend upon the characteristics of the infant, the nature of the stress, and the degree of tension aroused. 5 case illustrations.—E. W. Gruen.

1745. Meister, David. (U. Iowa, Iowa City.) A comparative study of figure-ground discrimination in preschool children and adults. *J. genet. Psychol.*, 1949, 74, 311-323.—In testing the hypothesis that (a) "the preschool child sees figure and ground differently than does the adult; and that (b) perception of ground by the child resembles more that of the adult than does the perception of figure," 20 adults and 23 children 3.8 yrs.-5.8 yrs. were asked to select a choice card as most like the test card previously exposed. The choice cards consisted of 8 series of 7 cards each. In half of the series ground was not varied within a given series but varied from series to series. In the other half, figure varied in the same manner. Analysis of data revealed that a significant number of children tended to select a card with a large figure when the figure varied, and also one with strong ground density when ground varied. Adults chose either a large or small figure; but they tended to choose a card of strong density like the test card.—R. B. Ammons.
1746. Parkyn, G. W. (New Zealand Council for Educational Research, Wellington.) Children of high intelligence, a New Zealand study. Wellington, N. Z.: New Zealand Council for Educational Research, 1948. 288 p. 15 s.—The data for this survey were obtained from 3 different groups of children who were used as the population from which were selected children of high intelligence for further study. The text includes accounts of the General Characteristics of New Zealand Children of High Intelligence, The Scholastic Achievement, of Highly Intelligent Children, Correlates of Achievement, The Curriculum, Learning and Teaching, The Grouping of Children of High Intelligence and The Intelligent Child in a Democratic Society. There are many tables and charts which present the numerical data obtained from the groups studied. In addition, there are further details included in the 40 pages of appendices. Bibliography.—A. C. Schmehl.
1747. Phipps, Maurice J. (U. Oregon, Eugene.) Some factors influencing what children know about human growth. *Amer. Psychologist*, 1949, 4, 391-392.—Abstract.
1748. Plottke, Paul. Über Hoffmanns Struwelpeter-Buch. (Hoffmann's book of Slovenly Peter.) *Int. Z. Indiv.-Psychol.*, 1948, 17, 126-130.—This children's book, composed by the physician H. Hoffmann for his 3-year-old son in 1844, has had continuing and general popularity in Germany. The "sad, even terrible" rhymed stories are outlined and analyzed for their intimidating and repressive effect. Their pedagogic aim is contrasted with modern psychologically oriented goals and values.—C. Bever.
1749. Rarick, G. Lawrence, & McKee, Robert. (Boston U., Mass.) A study of twenty third-grade children exhibiting extreme levels of achievement on tests of motor proficiency. *Res. Quart. Amer. Ass. Hlth.* 1949, 20, 142-152.—A group of 20 normal third-grade children, half of whom exhibited a high level of motor achievement and half with low level motor proficiency were studied to determine similarities or differences in physical, mental, and social characteristics. Seven physical skill tests were applied to 82 girls and 90 boys in the 3rd grade. On the basis of standard scores the 5 boys and 5 girls scoring highest and a similar group with the lowest scores were selected for this study. Data were secured from personal interview of teachers and parents and from the school records of each of these children. It was found that children in the physically superior group tended to be older, taller, heavier and stronger, have a more satisfactory scholastic adjustment, and were more active, popular, calm, resourceful, attentive and cooperative.—M. A. Seidenfeld.
1750. Rautman, Arthur L. (U. Florida, Gainesville.) Adoptive parents need help, too. *Ment. Hyg.*, N. Y., 1949, 33, 424-431.—The adopted child and his foster parents frequently face threats to the security of their relationships. Rautman suggests that, "There is, therefore, no better way for parents to help their adopted child find the security that he so greatly needs than through developing their own inner confidence and serenity." To attain this goal the author recommends preparation of the parents and of adopted children for the many questions that can be and frequently are asked about the child and his background. "It is the responsibility of adoptive parents to teach their child how to answer the curious and to give the youngster ready-made phrases to use before the other individual gains the advantage. They must develop in their adopted child a high 'frustration tolerance' for this particular question."—M. A. Seidenfeld.
1751. Robinson, Margie C. (U. Oregon, Eugene.) Testing the formal sex knowledge of adolescents. *Amer. Psychologist*, 1949, 4, 391.—Abstract.
1752. Rowan-Legg, C. K. Self-demand feeding of infants. *Canad. med. Ass. J.*, 1949, 60, 388-391.—Each infant possesses his own rhythm of sleep and hunger, which varies from infant to infant. Mothers should conform to the rhythm of her infant in these matters rather than force upon the infant an artificial schedule. The latter course makes for rejection of food and a sense of frustration and predisposes other emotional upsets on part of infant. Not only in the matter of time of eating but also in that of quantity and kind of food, the infant and young child should have more liberty in satisfying its wants.—F. C. Sumner.
1753. Scholer, V. A psychologist looks at music. *Etude*, 1949, 67(11), 23:52.—Music should not be thrust at the unwilling child although some discipline is needed. It is better to find what musical stimuli interest the child and proceed gradually to other types of music.—P. R. Farnsworth.
1754. Spitz, René A., & Wolf, Katherine M. Autoerotism; some empirical findings and hypotheses on three of its manifestations in the first year of life. In Freud, A., et al., *The psychoanalytic study of the child*, (see 24: 1738), 85-120.—Three autoerotic activities, genital play, rocking, and fecal play,

were observed on a group of 170 children during their first year of life and were correlated with the child's emotional background and climate with the aid of 2 more control groups. It was found that autoerotic activities co-vary with the patterning of emotional relationships with the mother and "... are a function of the object relations prevailing during the first year of life. They are absent when object relations are absent; when object relations are so constantly contradictory that object formation is made impossible, rocking results. When object relations change in an intermittent manner fecal play results. When object relations are 'normal,' genital play results." 16 references.—*W. Gruen.*

1755. Van Dalen, D. B. (U. Pittsburgh, Pa.) A differential analysis of the play of junior high school girls. *J. educ. Res.*, 1949, 43, 22-31.—Two indices, a Strength Index and a Physical Fitness Index, were determined for a groups of 348 girls in 7th, 8th and 9th grades. At the extremes of the distributions of these indices groups of 57 each were studied. Girls of the high Strength Index group and of the high Physical Fitness Index group exceeded girls in the corresponding low groups, both in total number of play activities engaged in and total time devoted to play activities. Girls in the low groups exceeded those in the high groups in: playing musical instruments, bicycling, playing with pet animals. High groups displayed a preponderance of physical activities involving competition and subordination of individualistic activities.—*M. Murphy.*

1756. Wittels, Fritz. The ego of the adolescent. In *Eissler, K. R., Searchlights on delinquency . . .* (see 24: 1975), 256-262.—The evolution of the adolescent's ego is described from the first experience in the baby's nursing stage through narcissistic development of childhood. Puberty brings an increase in instinctual demands and consequently also a corresponding advance in the ego's defenses. The ego's change in the maturing man from narcissism to tu-ism, recognition of the love object and the recognition of the world outside ourselves are discussed. In our understanding of reality lies the main difference between childhood and maturity. The following four phases are presented as subdivisions of adolescence: a second phallic phase, a stage of ambivalence, a second latency period, and the mature ego.—*D. Walton.*

1757. Woolf, M. The child's moral development. In *Eissler, K. R., Searchlights on delinquency . . .* (see 24: 1975), 263-272.—The child's moral development takes place through the experience of sin, repentance and the feelings of guilt. Time and experience must be had for this process for he cannot immediately comply with all the demands of morality. The phases of a child's emotional development are discussed. Lying and stealing being the two main offenses characteristic of childhood are examined conceptually. An important point to keep in mind is that not every appropriation of other people's possessions is theft and not every child who has taken other people's property is a thief. Children

are not thieves. They are only weak personalities disturbed in the course of their moral development (chiefly by external influences).—*R. D. Weits.*

(See also abstracts 1597, 1855, 1939, 2081)

MATURITY & OLD AGE

1758. Aub, Joseph C. (Massachusetts Gen'l. Hosp., Boston.) The biologic approach to aging processes. *J. Geront.*, 1949, 4, 1-4.—The president of the American Gerontological Society discusses the need for research on all aspects of the aging process, which he considers the most important medical problem of the future. 5 essential conditions for stimulating biological research are outlined, with one of the chief goals the understanding of the mechanism of production in order to control and prevent growth. Advantages of the study of cancer as a focus for research are reviewed. Progress in research in all of the degenerative diseases is difficult and depends on competent scientists trained in many different disciplines and properly compensated.—*R. W. Beebe.*

1759. Chandler, Albert R. (Ohio State U., Columbus.) The traditional Chinese attitude towards old age. *J. Geront.*, 4, 239-244.—A better perspective on problems of aging in our culture can be obtained by comparing our attitudes with those of another culture. A philosophical and sociological consideration of the conceptions of wisdom and happiness and the family system in China, aspects of that civilization bearing especially on the status of the aged in China, is presented from the literature. It is noted that Western civilization lacks the social conditions that favored the aged in China and these conditions are now being undermined in China. If old people in the West could adopt more of the Chinese ideal of aging they could have a wholesome influence on the whole society.—*R. W. Beebe.*

1760. Dennis, Wayne, & Mallinger, Betty. (U. Pittsburgh, Pa.) Animism and related tendencies in senescence. *J. Geront.*, 1949, 4, 218-221.—A standardized form of Piaget's procedure devised by Russell and Dennis was given to 36 senescents (18 men), 70 years or older, resident in old age homes. The Terman-Merrill vocabulary test indicated practically all had at one time an IQ of 100 or higher. 75% gave answers which were interpreted as immature, and frequently appeared identical with those given by children. With regard to the possession of animism and related tendencies, it was concluded, these old people were inferior in their concepts to 12 to 14 year old children, and only a minority gave what have been called adult answers. While the evidence of this preliminary research is not entirely conclusive, the results are interpreted as a return in senescence to childhood concepts presumed to rest upon decline in mental ability (neurologic deterioration) of senility.—*R. W. Beebe.*

1761. Fox, Charlotte, & Birren, James E. (Nat'l. Instit. Health, Bethesda, Md.) Some factors affecting vocabulary size in later maturity: age, education and

length of institutionalization. *J. Geront.*, 1949, 4, 19-26.—The vocabulary subtest of the Wechsler-Bellevue Test of Adult Intelligence and a 50-word multiple choice list taken from the Seashore-Eckerson English Recognition Vocabulary Test were administered to 216 white men and women residents of a city home for aged indigents whose native language was English. No relation between vocabulary size and either length of institutionalization or age was found for this population of persons over 40 years old with a mean age of 71.3 and mean education of 6 years. No significant sex differences in vocabulary size for any age occurred when educational levels were equated. A low positive correlation occurred between vocabulary and years of education. Vocabulary size was not significantly affected by auditory and visual defects but was significantly smaller for persons with a foreign language as their native tongue than for a matched group whose native language was English.—*R. W. Beebe.*

1762. Fried, Edrita G. (*McGill U., Montreal, Can.*) Attitudes of the older population groups toward activity and inactivity. *J. Geront.*, 1949, 4, 141-151.—75 individuals (36 men and 39 women) between 50 and 80 years selected for socio-economic composition in accordance with the normal population were interviewed to determine their attitudes toward occupational curtailment, modification, and retirement. 65% were found engaged in regular activities. There were more inactive people in the lower than in the middle or upper class groups and the majority of the inactive lower class desired to become active. The frequently obsessive desire for work arose from the need for self-respect, to escape self-preoccupation, depression and restlessness particularly among people who had been dismissed without warning, who had been seriously ill, or who had been unexpectedly confronted with the discontinuance of their employing organization.—*R. W. Beebe.*

1763. Lavery, Ruth. (*Peabody Home, Bronx, N. Y.*) Supportive therapy in geriatric casework. *J. Geront.*, 1949, 4, 152-156.—Much of the aggressive behavior so distressing to administrators of institutions for the aged may be deflected into more constructive and pleasurable channels if the emotional needs of the aged are understood and some specific and appropriate help extended. It is important to recognize that often the difficulties are reactivated responses to earlier life experiences and not always solely to situations in the immediate environment. Since the staff substitutes for the family group, sibling rivalry reactions are apt to develop, particularly noticeable whenever a new admission occurs. Supportive therapy aids people with well-developed egos who are suffering from a temporary breakdown because of heavy environmental pressures as well as those whose egos have never been adequately developed and who are in a chronic state of anxiety or rebellion.—*R. W. Beebe.*

1764. McGraw, Robert B. Recoverable or temporary mental disturbances in the elderly. *J.*

Geront., 1949, 4, 234-238.—Three cases of temporary mental disturbance in elderly people, one associated with trauma, one toxic and complicated by emotional factors related to the patient's retirement, and one caused by environmental stress, are presented to indicate that prompt recognition and proper treatment can achieve successful readjustment. This represents a distinct departure from traditional medical practice which assumed as incurable a mental disturbance in a person over 70 with the only prospect institutionalization. Eventually a widespread program of mental hygiene for the aging should ease the transition from late maturity to old age.—*R. W. Beebe.*

1765. Moore, Robert A. (*Washington U. Sch. Med., St. Louis, Mo.*) The medical approach to the problems of aging. *J. Geront.*, 1949, 4, 90-94.—Life expectancy increase in the last 50 years requires that every physician be acquainted with the problems of gerontology. More basic information on aging should be introduced in undergraduate, residency, and post-graduate medical education. Research must be centered on the fundamental problem of aging and aging control as well as on the nature, care, treatment, and prevention of disease in older people while absolutely necessary rehabilitation of the disabled must focus on what capacities remain which can be utilized.—*R. W. Beebe.*

1766. Robinson, Hope Gould. Grandmothers are guinea pigs. *J. Geront.*, 1949, 4, 245-247.—A reflection by a grandmother upon possible new roles of grandmothers under the impetus of gerontology with the keynote: "If science gives more years can it guarantee more sense. . . ?"—*R. W. Beebe.*

1767. Sherman, Henry C., & Trupp, Helen Yarmolinsky. (*Columbia U., New York.*) Further experiments with vitamin A in relation to aging and to length of life. *Proc. nat. Acad. Sci. Wash.*, 1949, 35, 90-92.—When white rats, whose requirement of Vitamin A per unit body weight is equal to that of humans, are fed 4 times the normal requirement, lifespan is increased about 10% in males and 12% in females. Length of reproductive life is similarly affected.—*M. M. Berkun.*

(See also abstract 1716)

SOCIAL PSYCHOLOGY

1768. Chaplin, Caryl L. (*State Coll. Washington, Pullman.*) Social class stereotypes in Strong vocational interest profiles. *Amer. Psychologist*, 1949, 4, 393.—Abstract.

1769. Fromm, Erich. Psychoanalytic character-ology and its application to the understanding of culture. In *Sargent, S. S., & Smith, M. W., Culture and personality*, (see 24: 1777), 1-12.—Freud's theory of character is based on the assumption and observation that character traits are relatively permanent passionate strivings and that they have their roots in sexual, libidinous desires. Three main approaches to applying the findings of psychoanalysis

to problems of culture have been: the orthodox Freudian attempts, the modified Freudian approach represented by A. Kardiner, and the author's own socio-psychological approach. Studies of character structure in specific cultures must emphasize and understand the functions of the individual within the context of the social structure if they are to give knowledge about important social problems.—E. A. Rubinstein.

1770. Grotjahn, Martin. The primal crime and the unconscious. In Eissler, K. R., *Searchlights on delinquency* . . . , (see 24: 1975), 306-314.—The earliest crime to be discovered both in the history of the race and in the development of the individual seems to be patricide. But the crime which antedates it—on an historically older level and even more deeply repressed in the unconscious of all of us—is the murder or rape of the mother. Man's desire to conquer the mother and the woman is not only a problem of libido but also a problem of power and of achieving recognition of the male for he cannot forget the time of gynaeocracy and the fact that he was once forced to submit to the frightful passage "under the yoke." The clinical evidence that the primordial rape of the mother and the later slaying of the father is living truth in our own unconscious can be found in our dreams and fantasies.—R. D. Weitz.

1771. Hall, E. T., Jr. (Bennington Coll., Vt.) The Freudian error as an aid in determining attitudes. *Int. J. Opin. Attitude Res.*, 1949, 3, 113-122.—To discover covert and unconscious attitudes as distinguished from overt expressions, the author relied on Freudian errors committed by interviewees. These consisted of such phenomena as the time the interviewer was made to wait, whether the appointment was remembered, whether the interviewer's name was remembered, manner in which interruptions of the interview were received, slips of the tongue, and the like. These were considered to provide more valid cues to the attitudes of city officials toward minority problems.—N. L. Gage.

1772. Ichheiser, Gustav. (U. Chicago, Ill.) Misunderstandings in human relations: a study in false social perception. *Amer. J. Sociol.*, 1949, 55, Part 2, viii, 70 p.—In this monograph supplement certain implicit assumptions which may distort the analysis of human relationships are discussed. Sources of misinterpretations include: (1) a tendency to overestimate the unity of personality, (2) emphasis in our culture on success and failure, (3) stereotyped classifications, (4) lack of awareness of the limits of insight, and (5) a tendency to overestimate the role of personal and to underestimate the role of situational factors.—D. L. Glick.

1773. James, A. A. Emotional adjustment and morale in war. *Nova Scotia med. Bull.*, 1949, 28, 1-8.—Morale, individual and collective, remains, despite progress in the mechanical aspects of war, the most important weapon of war. After reviewing a number of definitions of morale, the author formulates it as "a form of emotional determination arising out of a profound belief in the divine nature of a

cause; characterized by an unselfish acceptance, whilst being significantly employed up to the limit of physical, mental, and spiritual strength, of any necessary discomfort or risk unto death, in the prosecution of that cause; tending to be fortified by the cooperative endeavors of the like-minded and to be depressed by the lack of faith in the honesty of purpose, justice and efficiency of leadership and administration." Factors which lower morale, e.g., fear, emotional conflicts, and factors which heighten morale, e.g., solid religious conviction of the righteousness of the cause, respect for one's leaders, a system of discipline and training, are discussed.—F. C. Sumner.

1774. Lasswell, Harold D. (Yale U., New Haven, Conn.) Attention structure and social structure. In Bryson, L., *The communication of ideas*, (see 24: 1829), 243-276.—". . . the focus of attention, and the specialized media of communication, perform for social classes (and indeed for all human groups) an equivalent function to that which is performed by comparable structures in the social life of animals, and in the individual organism. In common with other responses, the focus of attention appears to conform to the general postulate of behavior (the postulate of maximizing total indulgence over deprivation). The attention of the members of a social class, whether directed within the class or outside it, is an instrument for maintaining or advancing the position of the class in relation to the class value. Hence the structure of attention is in perpetual interaction with social structure in the total processes of society."—J. C. Franklin.

1775. Murray, Henry A. (Harvard U., Cambridge, Mass.) Research planning: a few proposals. In Sargent, S. S., & Smith, M. W., *Culture and personality*, (see 24: 1777), 195-212.—At the present time basic social science as a new discipline is in the process of formation. The difficulty with existent theoretical systems is not so much their partial incompatibility with each other or their specific weaknesses but rather the confusion of terms and vagueness of definition of variables. "The great thing for each of us to appreciate today is that our objective is a common language." In the setting up of research for developing new theories, formulating an hypothesis offers a much more clearly defined focus and prospect of advancement of the science than an exploratory, fact-collecting investigation. Carrying out the research should include not only multiform systems of analysis but a multidisciplinary research staff and should allow for assessment of the measuring instruments, namely, the investigators themselves.—E. A. Rubinstein.

1776. Ross, Sherman (Bucknell U., Lewisburg, Pa.), & Ross, Jean Goodwin. Social facilitation of feeding behavior in dogs: II. Feeding after satiation. *J. genet. Psychol.*, 1949, 74, 293-304.—The amount of food eaten by 3 female and 3 male Irish Terrier-Dachshund puppies after 6 hrs. of food deprivation, was recorded for each animal when eating alone, and with 1, 2, or 6 of his littermates. Each animal

served as his own control, half being tested before and half following the experimental session. In all cases, a tendency to eat an additional amount when hungry littermates were introduced was noted. This increase ranged from 30 to 200%. Only one S ate an additional amount in the control sessions. It is suggested that "under the conditions of the experiment, mutual imitation, without demonstrable 'envy,' active competition or dominance is a major aspect of social facilitations."—R. B. Ammons.

1777. Sargent, S. Stansfeld, & Smith, Marian W. [Eds.] *Culture and personality*. New York: Viking Fund, 1949. vi, 219 p. \$1.50.—Twelve papers and selected discussions following each paper, which were given at a conference in New York in November, 1947, sponsored by the Viking Fund are presented in full. Abstracts of individual papers appear in this issue.—E. A. Rubinstein.

METHODS & MEASUREMENTS

1778. Baron, Robert B. D. (Oregon Coll. of Education, Monmouth.) *Factor analysis in the study of social status*. *Amer. Psychologist*, 1949, 4, 391.—Abstract.

1779. Bassett, Raymond E., (U. New Hampshire, Durham.) *Opinion differences within the family*. *Publ. Opin. Quart.*, 1949, 13, 118-120.—A survey on prices and on the possibility of a third war revealed some slight differences among parent-child groups, siblings, spouses interviewed separately, and spouses interviewed together. "There is ground for belief that on certain opinion questions less bias is likely to result from interviews with randomly selected individuals, some of whom are from the same household, than from interviews chosen with less attention to randomizing the individuals interviewed and more to varying the households."—H. F. Rothe.

1780. Bauer, Raymond A., Riecken, Henry W. & Bruner, Jerome S. (Harvard U., Cambridge, Mass.) *An analysis of the stability of voting intentions: Massachusetts 1948*. *Int. J. Opin. Attitude Res.*, 1949, 3, 169-178.—To investigate errors in the 1948 election predictions, 165 respondents in Massachusetts were reinterviewed. Despite the poorness of the sample obtained, the data provide bases for hypotheses about political behavior. Conclusions are that vote shifting toward Truman in the last few weeks of the campaign may largely explain his victory in Massachusetts. Similarly, the assumptions are challenged that voting intention is stabilized early in the campaign and that "don't know" and "undecided" voters may be divided proportionately. Relationships of demographic factors to voting behavior are unstable and can therefore upset pools.—N. L. Gage.

1781. Bernays, Edward L. (New York U.) *Should pollsters be licensed?* *Int. J. Opin. Attitude Res.*, 1949, 3, 6-12.—The sources and effects of the error of the opinion polls in the 1948 Presidential election are discussed as a basis for the recommendation that "licenses should be required for the practice

of polling." Furthermore, an effort should be made to educate the public so that proper social appraisal of polls can be made and various dangers to society prevented.—N. L. Gage.

1782. Blankenship, A. B., (Temple U., Philadelphia, Pa.) *A source of interviewer bias*. *Int. J. Opin. Attitude Res.*, 1949, 3, 95-98.—Results of a follow-up study yielded classifications of standards of living which agreed with the originals in 70% of the cases as computed by one method or in 88% in terms of over-all results. Practically all the reclassifications indicated a lower standard of living than in the original instance. Two explanations are offered for this and the results are interpreted as suggesting that "the usual quota sampling method shows a distinct bias by economic level."—N. L. Gage.

1783. Cahalan, Don. (U. Denver, Colo.) *Implications to the social sciences of the 1948 mispredictions*. *Int. J. Opin. Attitude Res.*, 1949, 3, 157-168.—Theoretical social scientists were remiss in not questioning the opinion polls before the 1948 Presidential election. Some limitations are pointed out in the analysis made by the Social Science Research Council's Committee. Persistent fallacies concerning the 1948 polls' errors are that prediction amounts to validation, that one can base one's prediction methods on past relationships, and that a single explanation can suffice. Factors affecting predictors' judgments were outside pressure, previous successes, the pollster's surroundings, the empirical approach, emphasis on the rationality of man, journalistic over-simplification, and a shortage of skilled methodologists. The theorists have erred in being cocksure about prediction problems, in taking a holier-than-thou attitude, and in using propaganda devices in attacking polls. The author suggests 4 steps toward long-term improvement in ethics and standards.—N. L. Gage.

1784. Chauncey, Henry. (Educational Testing Service, Princeton, N. J.) *Foundations of future progress in the social sciences*. *Amer. Coun. Educ. Stud.*, 1949, 13(35), 30-39.—The "contributing factors in the structural foundation of the social sciences" are indicated. Defining social science as "the systematic, objective study of man and of his social, economic, and political behavior, by trained scientists" the author points out that not only is observation and measurement necessary but in addition "results must be organized and analyzed" if a social science is to be established. To these procedures must be added "some comprehensive conception of human personality—some hypothesis which we can test, modify, and retest." The author emphasizes the need for "a systematic census of human abilities—an inventory of the characteristics required for the performance of important tasks, as these characteristics are distributed throughout the population of the United States."—M. A. Seidenfeld.

1785. Clark, Kenneth E. (U. Minnesota, Minneapolis.) *A note on the meaning of poll results*. *Int.*

J. Opin. Attitude Res., 1949, 3, 109-112.—Attention is called to the need for concern with the interpretation of opinion poll questions by readers of the opinion poll results as well as by the sample of persons questioned. Poll results can be accepted or rejected by various mechanisms depending on how closely they agree with the readers' expectations. That expectations differ was shown by members of a class in opinion polling who varied very widely in their predictions of the percentages of certain responses to public opinion questions.—N. L. Gage.

1786. Eysenck, H. J., & Crown, S. (*Maudsley Hospital, London, Eng.*) **An experimental study in opinion-attitude methodology.** *Int. J. Opin. Attitude Res.*, 1949, 3, 47-86.—Several methodological issues in opinion and attitude measurement are examined empirically. The "scale product" method of scoring an attitude scale on anti-Semitism was found to yield higher reliability than the Thurstone or Likert methods. Scale and factor analyses disagreed as to whether the set of items was uni-dimensional; the factorial technique's results have superior validity. Single items had adequate reliability, validity, and uni-dimensionality but lacked interpretability. Since stereotypy strongly influences the percentage of indorsements of an item, the Thurstone method of scoring is considered further lacking. Finally, a method for selecting single-questions for opinion polling is suggested to increase their interpretability and reduce difficulties arising from different degrees of "stereotypy."—N. L. Gage.

1787. Goldish, Sidney. (*Minnesota Poll, Minneapolis.*) **Some aspects of election studies in Minnesota.** *Int. J. Opin. Attitude Res.*, 1949, 3, 39-43.—The errors of the Minnesota Poll in the 1948 Presidential election are analyzed in terms of (1) failure to use the results of interviewing over a longer time span, (2) too much reliance on the opinions of only those respondents who said they were "absolutely certain" to vote, (3) insufficient reliance on the results of secret as against open ballots, (4) improper apportionment of the "undecideds." The problems of turnout and of the time of decision require better techniques.—N. L. Gage.

1788. Halpern, Henry. **Soviet attitude toward public opinion research in Germany.** *Publ. Opin. Quart.*, 1949, 13, 117-118.—In the first postwar elections in Berlin the American Military Government's Survey Unit sampled the population and predicted the results accurately. The Soviets apparently attempted to do the same but soon abandoned their poor sampling techniques. They attempted to measure sentiment through periodic reports of local military officials. In discussing the American technique they referred to the interviewers as secret agents and informers.—H. F. Rothe.

1789. Herzog, Elizabeth G. (*Columbia U., New York.*) **Patterns of controversy.** *Publ. Opin. Quart.*, 1949, 13, 39-52.—Analysis of polls conducted by several governmental agencies revealed a characteristic "Pro response" and "Con response." The Pros are more apt to talk about ends, the Cons about

means. The Pros speak in terms of broader and longer-range horizons, they have fewer and more general arguments, they are more apt to consider the opposing arguments, they have more qualified and less vehement opinions. These patterns are discussed in detail with reference to specific studies.—H. F. Rothe.

1790. Hutchinson, Bertram. **Some problems of measuring the intensiveness of opinion and attitude.** *Int. J. Opin. Attitude Res.*, 1949, 3, 123-131.—Previous approaches to the measurement of the intensiveness of opinions and attitudes are criticized on the grounds of their subjectivity and infeasibility. To secure more valid and practical methods, the author suggests investigations involving assistance from anthropologists, open interviews, and repeated tests.—N. L. Gage.

1791. Kardiner, Abram. (*Columbia U. Sch. Med., New York.*) **Psychodynamics and the social sciences.** In Sargent, S. S., & Smith, M. W., *Culture and personality*, (see 24: 1777), 59-73.—Psychodynamics as a discipline has shown how developmental processes may produce such results as neurotic traits and has demonstrated the possibility of reversing the reaction. Developed from such operational schemes as Freud's libido theory, psychodynamics has demonstrated that the "Basic Personality," or ego structure, is not a completely autonomous development but a direct function of primary, cultural institutions. Furthermore, this personality then reacts on culture to produce characteristic secondary institutions. This entire frame of reference offers a method for investigating social pressures and a means of analyzing social configurations.—E. A. Rubinstein.

1792. Kluckhohn, Clyde. (*Harvard U., Cambridge, Mass.*) **Needed refinements in the biographical approach.** In Sargent, S. S., & Smith, M. W., *Culture and personality*, (see 24: 1777), 75-92.—"The personal document requires many safeguards of objectivity in the collecting and analysis of data, techniques of presentation, and rigorous, explicit interpretation. Multiple techniques, carried out by multiple observers and analysts, are the key to the problem of 'subjectivity'." Refinements are needed both in library research and in the design and carrying out of field studies. Photographic studies, physical examinations, projective tests, and contemporaneous life histories are useful supplements to the usual interviews and observations. In addition, experimental and controlled techniques should be utilized to evaluate various biographical approaches.—E. A. Rubinstein.

1793. Kriesberg, Martin. (*Illinois Poll, Chicago.*) **Election polls and the significance of poll findings.** *Int. J. Opin. Attitude Res.*, 1949, 3, 37-38.—There is no essential difference between the problems and methods of commercial pollsters interested in market behavior and political pollsters interested in voting behavior.—N. L. Gage.

1794. Kroeber, A. L. (*Columbia U., New York.*) **Values as a subject of natural science inquiry.**

Proc. nat. Acad. Sci., Wash., 1949, 35, 261-264.—The study of values as natural phenomena is a part of the study of culture, and should be more than a tabulation of the behavior of a group. Values determining behavior are studied in their functional context, not re-evaluated by other standards. A cultural fact has significance as a function in a context, aside from its significance as an index of historical relation to other cultures. One must note the gap between values and behavior. A historical descriptive approach is likely to be more fruitful than a search for causes, since the latter are so complex.—*M. M. Berkun.*

1795. Lawson, Faith, (*Mass-Observation, London.*) Varying group responses to postal questionnaires. *Publ. Opin. Quart.*, 1949, 13, 114-116.—In a national survey on gambling postal questionnaires were sent to representatives of certain specific groups and differential responses were found. Psychologists responded most frequently, secretaries of learned societies second most, clergymen third and other groups with a less than 25% response. Book-makers were last with a 9% response. The rate of return also varied among groups but in general those who answered at all did so quickly. It is concluded that those who feel strongly about gambling for other than business reasons are more likely to respond to postal questionnaires than are other persons.—*H. F. Rothe.*

1796. Leiserson, Avery. (*U. Chicago, Ill.*) Opinion research and the political process: farm policy an example. *Publ. Opin. Quart.*, 1949, 13, 31-38.—The writer attempts to answer the question whether opinion poll results have significance for the politician. Such polls may contribute to the formation of national policy, if they are properly designed, because they afford the policy maker information concerning the extent and area of agreement among varying shades of opinion. The agrarian political movement of the past 50 years is analyzed to show that the basic political attitudes of farmers have changed very little, but their political concepts and methods have changed greatly.—*H. F. Rothe.*

1797. Manheimer, Dean, (*Columbia U., New York*), & Hyman, Herbert. Interviewer performance in area sampling. *Publ. Opin. Quart.*, 1949, 13, 83-92.—In a carefully designed and supervised survey it was found that area sampling is subject to appreciable error due to interviewer performance. The errors were caused by conscious or unconscious mistakes in listing dwelling units and in selecting individual within dwelling units. The study was made in 1947 in a large eastern city with a sample of about 1000.—*H. F. Rothe.*

1798. Meier, Norman C. (*U. Iowa, Iowa City.*) Polls and the 1948 election—in retrospect. *Int. J. Opin. Attitude Res.*, 1949, 3, 13-22.—Various factors related to the error of the polls in predicting the 1948 Presidential election are discussed. Evidence that area sampling excels the quota method in election predicting is lacking. Implications for

future election predicting polls are that machinery for polling right up to election day is necessary, and a distinction between normal and fluid election conditions must be made. A cooperative, interdisciplinary program of carefully controlled research on elections themselves, not merely the polls, should be financed by a disinterested body.—*N. L. Gage.*

1799. Moss, Louis. Social science and the Gallup poll. *Int. J. Opin. Attitude Res.*, 1949, 3, 23-36.—It should not be forgotten that opinion polls have a long record of successful predictions of election results and that their accuracy in the 1948 election still compares favorably with that of such an accepted discipline as meteorology. Labor and political groups, social scientists, and publicists have all reacted unfavorably to the polls but for different reasons. Attention to these reasons should improve not only the public relations of the polls but also their scientific validity. Technical methods have been developed and should be used for dealing with the problems of turnout, changes of opinion over time, sampling, and the use of "judgment" in adjusting poll data.—*N. L. Gage.*

1800. Nuckols, Robert C. (*Pennsylvania State Coll., State College.*) Experts look at the November election. *Int. J. Opin. Attitude Res.*, 1949, 3, 179-192.—Responses to a questionnaire sent to 200 persons listed in the *International Directory of Opinion and Attitude Research* are presented in tables of percentages to record their opinions on certain problems concerning opinion polls and market research.—*N. L. Gage.*

1801. Robinson, Ray. (*Crowell-Collier Publishing Co., Philadelphia, Pa.*) Comments on comments on the polls. *Int. J. Opin. Attitude Res.*, 1949, 3, 44-46.—The sources of error in the predictions of the polls in the 1948 Presidential election, as seen by numerous commentators, are briefly weighed and discussed.—*N. L. Gage.*

1802. Roper, Elmo. Some comments on election polls. *Int. J. Opin. Attitude Res.*, 1949, 3, 1-5.—The author discusses such problems of election forecasting as whether pre-convention or pre-election polls serve any social or scientific purpose, which kind of sampling technic is best, who is actually going to vote, and how do we predict from intentions to actual votes.—*N. L. Gage.*

1803. Stringfellow, Cyril D., & Raphael, Winifred. The confidential interview method in attitude surveys. *Int. J. Opin. Attitude Res.*, 1949, 3, 87-94.—This is a description of the method used by the authors in carrying out programs of confidential interviews with employees of industrial firms. The purposes, advantages and details of their procedure are briefly stated.—*N. L. Gage.*

1804. Strunk, Mildred [Ed.] The Quarter's Polls. *Publ. Opin. Quart.*, 1949, 13, 154-176.—Summary of polls.

(See also abstracts 1806, 1835)

CULTURES & CULTURAL RELATIONS

1805. Bidney, David. (*Viking Fund, 14 E. 71 St., New York.*) Towards a psychocultural definition of the concept of personality. In *Sargent, S. S., & Smith, M. W., Culture and personality*, (see 24: 1777), 31-55.—"The older anthropologists tended to view culture in general as an impersonal 'superorganic' tradition and environment comprising the aggregate of material and ideal achievements of historical, human society." The minority tendency has been to consider culture as an individual attribute manifested by human behavior in specific social environments. An attempt to reconcile these two approaches is the author's own thesis that the cultural process requires both the purely natural phenomena and the modification of natural potentialities by human effort. Various definitions of personality imply an incorrect duality between personality and culture as against a more logical concept in which personality is considered essentially a polaristic, psychocultural entity.—E. A. Rubinstein.
1806. Cahalan, Don. (*U. Denver, Colo.*) & Trager, Frank N. Free answer stereotypes and anti-Semitism. *Publ. Opin. Quart.*, 1949, 13, 93-104.—A survey in Denver, in 1948, using a free answer question elicited a variety of stereotypes regarding Jews. An 11 item test for anti-Semitism, administered to the sample gave scores which in several cases appeared to conflict with the free answer results. The data are analyzed in terms of educational groups, socio-economic groups, and Franzen Scale (for measuring anti-Semitism) groups. It is concluded that the two techniques are tapping different aspects of the same problem.—H. F. Rothe.
1807. Campbell, Joseph. The hero with a thousand faces. New York: Pantheon Books, 1949. xxiii, 416 p. \$4.00.—"It is the purpose of the present book to uncover some of the truths disguised for us under the figures of religion and mythology by bringing together a multitude of not-too-difficult examples and letting the ancient meaning become apparent of itself." The author considers examples from the mythology and folklore of various cultures and shows how the symbolism is capable of being related to various psychoanalytic concepts. In this context mythology depicts the struggle and development of the individual from infant to adult. An epilogue discusses how mythology and its relation to culture and the individual has undergone a transformation in our modern culture.—E. A. Rubinstein.
1808. Chein, Isidor. (*American Jewish Congress, New York.*) What are the psychological effects of segregation under conditons of equal facilities? *Int. J. Opin. Attitude Res.*, 1949, 3, 229-234.—Although facts cannot be established by consensus, surveys of scientists' opinions can be useful. To ascertain opinions on whether enforced segregation has detrimental psychological effects even under conditions of equal facilities, 849 social scientists were polled, of whom 517 replied. 90% of the respondents answered affirmatively, 4% had no opinion, 4% did not answer, and 2% said that such segregation has no detrimental effect on the members of the segregated groups. A majority of these social scientists believed there was a factual basis for their agreement. 4 kinds of evidence were resorted to and need further development. Further research should focus on special stresses associated with enforced segregation, psychological effects on segregated individuals, and effects on members of groups which enforce segregation practices.—N. L. Gage.
1809. Codwell, John E. (*Wheatly High Sch., Houston, Tex.*) Motor function and the hydridity of the American Negro. *J. Negro Educ.*, 1949, 18, 452-464.—505 Negro high school boys were calssified into three groups on a Negroid-White continuum using skin color, hair form, eye color, lip thickness, and nasal width as criteria. The McCloy motor capacity and motor ability tests, the Otis Self Administering Test of Mental Ability, and the Bernreuter Personality Inventory were then administered to the group. It was found that generally motor function is not related to hydridity and that Negroes tend to preserve Negroid characteristics even when a white mixture is evident. Motor function is very slightly influenced by intelligence, socio-economic status or personality. However, weight, stature, sitting height, leg length and total span, as a composite, show little association to motor function.—A. Burton.
1810. Hanks, L. M., Jr. (*Bennington Coll., Vt.*) The locus of individual differences in certain primitive cultures. In *Sargent, S. S., & Smith, M. W., Culture and personality*, (see 24: 1777), 107-126.—Accounts of primitive cultures appear to emphasize strictly defined institutional patterns and a resultant predetermined type of behavior. In contrast, studies of our culture emphasize the personally motivated and labile behavior of the individual. This presents two conflicting pictures as to the relationship between individual behavior and social structure. The author's study of recent autobiographical material, however, reveals much the same freedom of expression and individual variation in primitive societies as in our own. One generalization about individual behavior seems to be that the more institutionalized and socially functional or socially consequential the behavior the less the variability. It would seem that individuals are not quite as flexible nor institutions as rigid as first supposed.—E. A. Rubinstein.
1811. Klineberg, Otto. (*Columbia U., New York.*) Recent studies of national character. In *Sargent, S. S., & Smith, M. W., Culture and personality*, (see 24: 1777), 127-141.—Some studies of characteristics of large, modern societies have depended too much on fairly specific and limited analysis of language, or other cultural products such as movies, for adequate study of such a complex problem. In other cases studies are based on information from relatively few informants. It is also important to differentiate between actual national character and idealized be-

havior or national mythology. National character studies should attempt to find how intensive and extensive is the occurrence of various traits. Various psychological techniques such as projective tests or public opinion studies would be helpful. Thus, ethnological and psychological methods can supplement each other.—*E. A. Rubinstein.*

1812. Knox, Ellis O. *The Negro as a subject of university research in 1948.* *J. Negro Educ.*, 1949, 18, 489-497.—The Negro as an object of university research in 1948 increased more than 45% over 1947 even though the latter year was the most productive in the last 17 years. 67 universities sponsored research of this order in 1948 and this was second to 1942 for the 17 year period when 68 were sponsored. More research on the Negro was done in education than in any other field.—*A. Burton.*

1813. Komarovsky, Mirra, & Sargent, S. Stansfeld. (Barnard Coll., Columbia U., New York.) *Research into subcultural influences upon personality.* In *Sargent, S. S., & Smith, M. W., Culture and personality*, (see 24: 1777), 143-159.—This is an evaluation of studies of "subculture" or "cultural variants displayed by certain segments of the population." The various studies are evaluated in terms of the aspects of personality discussed, the features of the subcultural variables which are decisive in the determination of personality, and the methods used to relate the personality characteristic to the imputed determinants. The conclusions are that these studies are shifting in emphasis at the present time from purely descriptive accounts to dynamic and developmental viewpoints. There is still need for general agreement as to the meaning of personality and as to which are the most productive research methods.—*E. A. Rubinstein.*

1814. Krugman, Morris. (Board of Education, New York.) *A study of German prisoners of war.* *Amer. J. Orthopsychiat.*, 1949, 19, 525-536.—A German Attitude Scale based on items concerning (1) family, women and children, (2) government, democracy, authority, (3) war and militarism, (4) race, (5) ethics and justice, (6) the future of Germany, and (7) a tendency toward projection, was given to 500 unselected PW's at Halloran Hospital and to 100 so-called safe PW's, carefully screened and under further observation at Camp Getty. This study seems to indicate that the typical German, when faced with generalizations about democracy, will profess democratic and ethical ideals, but when faced with specific situations, will reveal themselves as militaristic and nationalistic.—*R. E. Perl.*

1815. Linton, Ralph. (Yale U., New Haven, Conn.) *Problems of status personality.* In *Sargent, S. S., & Smith, M. W., Culture and personality*, (see 24: 1777), 163-173.—There have been a number of investigations dealing with the personality norms of different societies. Such terms as "Modal Personality" and "Basic Personality Type" have been applied to these personality configurations. While the members of the society are usually unconscious of the Basic Personality and inclined to call it "human

nature," they are very conscious of Status Personalities, or personality norms assumed for various positions in the social organization. Status Personalities, whether dependent on class and caste structure or linked with such factors as sex or order of birth, offer significant frames of reference within which groups of individuals can be studied. It is a possibility that overt behavior is not altogether an index of personality and that in dealing with the Status Personality we are dealing with an organized behavioral role rather than a personality norm.—*E. A. Rubinstein.*

1816. Little, K. L. (London School of Economics & Political Science.) *Negroes in Britain; a study of racial relations in English society.* London: Kegan Paul, 1948, xiii, 292 p. 25s.—The Negro community of Cardiff and the methods of surveying it are described in Part I. The historical and industrial background of the city, the race riots after World War I, sanitation, housing, opportunities for recreation, religion, family life and education are surveyed. In Part II, the historical and cultural context of race relations in Britain are taken up from 1600 A.D. to the present. The growth of prejudice is traced but "there is no doubt that English 'resistance' has broken down considerably during the War, and that mutual respect is" slowly on the increase. In response to the discrimination against them, colored people frequently withdraw from making white contacts.—*G. K. Morlan.*

1817. Lourié, Anton. (1551 N. Courtney Ave., Los Angeles 46, Calif.) *The Jew as a psychological type.* *Amer. Imago*, 1949, 6, 119-155.—The author investigates some characteristic behavior patterns of Jews from Central and Eastern Europe and, in particular, those who either were living in ghettos or had become emancipated relatively recently. Certain significant traits are evident: "aggression seems to be deflected from its natural aim, destruction, and converted into a craving for superiority; this attitude has a child-like quality resembling sibling jealousy; connected with it is a curious self-centeredness which tends to personalize every issue and often manifests itself in irrational behavior; finally, we caught a glimpse of masochistic tendencies." While the study of behavior patterns can yield some important clues, they cannot reflect the whole personality. Moreover, these traits may be the result of ghetto life rather than conclusive evidence of a Jewish personality as such.—*W. A. Varvel.*

1818. Parry, Hugh J. (U. Denver, Colo.) *Protestants, Catholics, and prejudice.* *Int. J. Opin. Attitude Res.*, 1949, 3, 205-213.—Results of a survey of anti-Semitism in Denver are presented. Contrary to previous reports, Catholics were found to be least anti-Semitic, non-church going Protestants most, and church-going Protestants intermediate. These rankings persisted when the total sample was broken down according to sex, age, and education.—*N. L. Gage.*

1819. Preston, Malcolm G. & Kahn, Lessing A. (U. Pennsylvania, Philadelphia.) *The prejudices of*

out-groups. *Int. J. Opin. Attitude Res.*, 1949, 3, 214-228.—A 20-item inventory containing 5-question sets on Negroes, Catholics, Jews, and atheists, was administered to a sample of 100 adults containing 20 from each of these groups and 20 white Protestants (controls). Each group of 20 subjects consisted of 10 with less than a high school education and 10 with more. Scoring was in terms of "standard responses" defined as those given by a majority of the group to which the question related. Educated respondents exhibited less prejudice (more standard responses). Groups whose aspirations received little recognition by other groups tended to deny recognition to the aspirations of other groups. Education reduces incidence of prejudice without changing its pattern. The order in which questions elicit prejudice is highly similar from one group of respondents to the next, this similarity being greatest for questions pertaining to Jews and least for those pertaining to Catholics.—N. L. Gage.

1820. Strong, Edward K., Jr. (Stanford U., Calif.) Interests of Negroes and whites. *Amer. Psychologist*, 1949, 4, 394-395.—Abstract.

1821. Weinberg, Abraham A. Psychosomatic factors in the adjustment of new immigrants. *Acta med. orient., Jerusalem*, 1949, 8, 13-19.—A group of Jewish immigrants into Palestine from the Netherlands, of whom the 280 persons investigated by questionnaire constituted a representative sample, enjoyed a satisfactory general state of health. A strong positive correlation between the general state of health of the immigrant and his adjustment in the new country was obtained. It is recommended that every prospective immigrant be examined medically and if suspected of being neurotic or psychotic, also tested psychologically and psychiatrically, and that prospective immigrants with impaired psychic or physical health should, whenever possible, be treated before immigrating.—F. C. Sumner.

(See also abstracts 1718, 1759, 2051)

SOCIAL INSTITUTIONS

1822. Abrams, Mark. (Research Services Ltd., London.) British opinion and the recognition of Israel. *Publ. Opin. Quart.*, 1949, 13, 128-130.—A representative national sample in July, 1948, showed 35% favored recognition, 25% opposed, and 40% undecided. Analysis by various groups, and analysis according to answers to other questions suggests that neither the pros nor the cons were a sinister minority or a lunatic fringe. Those opposed to recognition were slightly more devoted to the concept of Empire.—H. E. Rothe.

1823. Bloch, Herbert A. Alcohol and American recreational life. *Amer. Scholar*, 1948, 49, 54-66.—After a comparative review of American social structure and recreational outlets the author concludes: despite sporadic reform movements and conscientious efforts to modify the country's drinking habits, our customary outlook relative to this entire problem is so entrenched, due to historical necessity

and established recreational patterns, that immediate success in transforming our habits is rather dubious . . . any mass reformation of drinking habits suggests the need for concerted attack upon the personality-producing tensions in American life and the modification of certain phases of the entire recreational complex reflective of our culture.—G. Rubin-Rabson.

1824. Goldsen, Joseph M. (Nejelski & Co., New York.) Leadership, science, and policy. In Bryson, L., *The communication of ideas*, (see 24: 1829), 231-241.—An outline is provided for an "on-going" *Leadership Training Institute on Atomic Policy* in which the basic program and approach is "adaptable to many policy issues" and derived from "work in progress in the policy sciences. The plan does not offer specific 'remedies' nor policy directives. Its stress is on training in ways of thinking and on skills of acting. The important first steps are to help people clarify goals and objectives; and to instill a problem solving attitude and technique for evaluating alternative courses and consequences of action in relation to goals . . . the leaders who [thus] gain a structural insight into their own roles, who are provided with a context as well as skill in shaping policies, are increased social assets."—J. C. Franklin.

1825. Holland, Hilda [Comp.] Why are you single? New York: Farrar, Straus, 1949. ix, 278 p. \$3.00.—"In this volume a group of medical and lay authorities on marriage and its problems analyze the reasons that keep men and women single and offer advice to those seeking to overcome the many obstacles to marriage." The compiler asked the question in the personal column of the *Saturday Review of Literature* and received 267 replies. From this sample, she concluded that being single is a grave problem and discussed this "forgotten class" with the "experts in marriage" and compiled their judgments. The group who offer their opinions consists of 6 psychiatrists, an attorney, a philosopher, two sociologists, a psychologist, and a statistician. Clifford Adams, gives statistics about geographic distribution of the single and Louis Dublin offers analytical statistics on "who are these single?" Adams' quiz on "Will you win?" is given with scoring directions. A list of marriage consultation centers throughout the country is appended. The general conclusion of the book is that people are single because they are not married and that not being married is an illness.—L. R. Steiner.

1826. Widutis, Florence B. Action dynamics of citizen-organizations in national elections. *Int. J. Opin. Attitude Res.*, 1949, 3, 193-204.—Group decisions are longer lasting and produce more action than are those based on authority or inspiration. Citizen-organizations, groups of individuals joined together as non-profit organizations to further one or another citizen interest as distinguished from the money-making interest, are increasing in effectiveness on public actions and on elections. The latter influence occurs despite the fact that most citizen-organizations are non-partisan and must officially

stay out of politics. Illustrations are given of the effectiveness of citizen-organizations in influencing election results. The stand taken by the majority of citizen-organizations is more like the Democratic platform than the Republican.—*N. L. Gage.*

1827. Zilboorg, Gregory. On social responsibility. In *Eissler, K. R., Searchlights on delinquency . . .*, (see 24: 1975), 329-337.—The psychoanalytic method, like all other scientific methods, is based on objective data. Although it deals with objective investigations it has been drawn into contact with all forms of human aberrations. Because it aids in helping people in a therapeutic situation, it has been supposed, at various times, to be the key to all human understanding—even to the point of finding how to avoid wars. But psychoanalysis is only a tool (an excellent one) for the investigation of psychophenomena, but it alone is incapable of solving the "basic sociological issues which are involved in mass tragedies of wars and revolutions."—*S. Schpoont.*

(See also abstracts 1579, 2177, 2182)

LANGUAGE & COMMUNICATION

1828. Barnhart, Clarence L. (*Teachers Coll., Columbia U., New York.*) Contributions of Dr. Thorndike to lexicography. *Teach. Coll. Rec.*, 1949, 51, 35-42.—Thorndike is one of the foremost lexicographers of his time. Within 15 years he prepared three school dictionaries, in which he was the first to apply the principles of the psychology of learning and statistical methods. His first, the *Thorndike-Century Junior Dictionary*, published in 1935, exemplified the philosophy that an instrument of instruction should be cast in a form that satisfies and is understood by the learner. He provided a new technique of dictionary-making, at the same time improving old methods. He adopted the principle of devoting more space to basic words frequently used. He is the only lexicographer who has varied the treatment of words according to the probable needs and maturity of the child.—*G. E. Bird.*

1829. Bryson, Lyman. [Ed.] (*Columbia U., New York.*) The communication of ideas. New York: Harper, 1949. ix, 296 p. \$3.50.—This volume published by the Institute for Religious and Social Studies comprises addresses based on lectures delivered in a course on "The Problems of Communication of Ideas" sponsored by the Jewish Theological Seminary of America in New York City. Notable specialists in various phases of communication have contributed 16 papers abstracted separately in this issue.—*J. C. Franklin.*

1830. Bryson, Lyman. (*Columbia U., New York.*) Problems of communication. In Bryson, L., *The communication of ideas*, (see 24: 1829), 1-8.—Since as yet "there is no systematic outline of a theory of communications," and because communications are controlling factors in community and personal life, we should increase our "scientific and relativistic knowledge of ourselves as human beings" by study-

ing "the process of talking and writing and making signs to each other." This book presents "a comparative study of communication habits in different cultures, and a discussion of the roots of our ideas in the ancient thinkers and in our present sociological systematic ideas."—*J. C. Franklin.*

1831. Chester, Giraud. What constitutes irresponsibility on the air?—a case study. *Publ. Opin. Quart.*, 1949, 13, 73-82.—A number of shocking examples of the post-war broadcasts of Fulton Lewis Jr. have been analyzed in an effort to isolate some of the factors that lead to the characterization of many commentators as irresponsible. On the basis of this selected sample it is concluded that a commentator should not necessarily be labelled irresponsible if he makes an occasional error or uses colorful language on occasion. Irresponsibility consists of refusing a legitimate retraction, deny opportunities for fair correction, or persisting in error, emotionalism, or unfairness.—*H. F. Rothe.*

1832. Farr, James N., & Jenkins, James J. (*U. Minnesota, Minneapolis.*) Tables for use with the Flesch readability formulas. *J. appl. Psychol.*, 1949, 33, 275-278.—Tables are given of the values for the Flesch formula—one table for reading ease or level of difficulty and the other for human interest. Figures from these tables can be interpreted directly into Flesch's tables.—*C. G. Browne.*

1833. Flowerman, Samuel H. (*American Jewish Committee, New York.*) The use of propaganda to reduce prejudice: a refutation. *Int. J. Opin. Attitude Res.*, 1949, 3, 99-108.—Disagreement in general and in detail is expressed with the argument and implications of an article by Arnold Rose. The author deemphasizes the value and effectiveness of propaganda as a technic for reducing prejudice and supports technics based upon group structures and interpersonal relationships.—*N. L. Gage.*

1834. Heneman, Herbert G., Jr. (*U. Minnesota, Minneapolis.*) Current events and group opinions. *Publ. Opin. Quart.*, 1949, 13, 120-122.—A continuous sampling survey of civilian morale in St. Paul, through February and March, 1942, revealed substantial variations from week to week that appeared to be related to items in newspaper headlines during that period.—*H. F. Rothe.*

1835. Herzog, George. (*Indiana U., Bloomington.*) Linguistic approaches to culture and personality. In *Sargent, S. S., & Smith, M. W., Culture and personality*, (see 24: 1777), 93-104.—The phonetic systems and vocabulary patterning of various languages offer data of cultural and psychological significance in the understanding of the particular linguistic and cultural groups. "Ideally, the field investigator should be able to analyze his material with an understanding of the specific language factors involved."—*E. A. Rubinstein.*

1836. Johns-Heine, Patricke, & Gerth, Hans H. Values in mass periodical fiction, 1921-1940. *Publ. Opin. Quart.*, 1949, 13, 105-113.—Analysis of hero models and themes in stories published by 5 important American magazines reveals that shifts in the

treatment of heroes and themes reflect a number of important social trends. Results are presented separately for each magazine.—*H. F. Rothe.*

1837. Kracauer, Siegfried. *National types as Hollywood presents them. Publ. Opin. Quart.*, 1949, 13, 53-72.—This study is one of the pilot studies in connection with the UNESCO project for studying international tensions. Hollywood is both a leader and a follower of public opinion. "In portraying foreign characters it reflects what it believes to be the popular attitudes of the time, but it also turns these often vague attitudes into concrete images. This process is dramatically highlighted by the treatment . . . given British and Russian characters from about 1933 to the present. Our images of foreign peoples result from a ratio between objective and subjective factors, and Hollywood can make a considerable contribution to international understanding by increasing the objective factor in its treatment of foreign characters to the extent that current public opinion will allow." Specific motion pictures are discussed in detail.—*H. F. Rothe.*

1838. Kriesberg, Martin. (*U. Michigan, Ann Arbor.*) *Cross-pressures and attitudes; a study of the influence of conflicting propaganda on opinions regarding American-Soviet relations. Publ. Opin. Quart.*, 1949, 13, 5-16.—This is a study of the effect of conflicting propaganda upon people's opinions. Union members, subject to Roman Catholic Church and also to Communist propaganda, were sampled regarding their opinions of U. S. policy toward Russia. It was concluded that, in a situation where cross-pressures existed: (1) relatively few persons were aware of the conflicting interpretations to which they were opposed; (2) those who remained exposed to conflicting propaganda were more moderate in their opinions, but varied their moderation in different ways according to their interest and information on the subject; and (3) those who remained exposed were less interested in the controversial foreign policy issue than those who were primarily subject to one or the other influence.—*H. F. Rothe.*

1839. Krugman, Herbert E. (*Richardson, Belkows, Henry & Co., New York.*) *The role of resistance in propaganda. Int. J. Opin. Attitude Res.*, 1949, 3, 235-250.—Hypotheses based on the psychotherapeutic process are proposed for the effective design of propaganda materials. Resistance, distinguished from conflict and rejection, is defined as "a process of conflict avoidance in which the suggestive stimulus, which at some level is recognized as being sound and worthy of acceptance, is dismissed or neutralized (under tension)." It need not be explicit. An analytic approach, exemplified by Reich, is then used as a basis for 4 hypotheses concerning the relation of attitudes and resistance. Experimental possibilities of these formulations are indicated.—*N. L. Gage.*

1840. Lasswell, Harold D. (*Yale U., New Haven, Conn.*) *The structure and function of communication in society. In Bryson, L., The communication of ideas, (see 24: 1829), 37-51.*—"The com-

munication process in society performs three functions: (a) *surveillance* of the environment, disclosing threats and opportunities affecting the value position of the community and of the component parts within it; (b) *correlation* of the components of society in making a response to the environment; (c) *transmission* of the social inheritance." "In gauging the efficiency of communication in any given context, it is necessary to take into account the values at stake, and the identity of the group whose position is being examined. In democratic societies, rational choices depend on enlightenment, which in turn depends upon communication; and especially upon the equivalence of attention among leaders, experts and rank and file."—*J. C. Franklin.*

1841. Lazarsfeld, Paul F., & Merton, Robert K. (*Columbia U., New York.*) *Mass communication, popular taste and organized social action. In Bryson, L., The communication of ideas, (see 24: 1829), 95-118.*—The authors examine the "sources of widespread concern with the place of mass media in our society." They believe that the total "social role ascribable to the sheer existence of the mass media . . . may [be] exaggerated" but take up "several consequences of the existence of mass media; their status conferral function, their function in inducing the application of social norms and their narcotizing dysfunction." Generally, "commercialized ownership and control of mass media" vitiates their function "as agencies of social criticism and as carriers of high esthetic standards." One or more of three conditions must be satisfied for effective propaganda use of mass media for promotion of social objectives: (1) monopolization; (2) canalization rather than change of basic values; and (3) supplementary face-to-face contact.—*J. C. Franklin.*

1842. Leigh, Robert D. (*U. Chicago, Ill.*) *Problems of freedom. In Bryson, L., The communication of ideas, (see 24: 1829), 197-208.*—" . . . as believers in free expression, it is our concern to see that the press controls are exercised responsibly . . . in such a way as to serve the major purposes of our historic concept of free expression and full communication; i.e., freedom of the man with something to say to have his say and freedom of the citizen to be fully and fairly informed." Since large scale communication should, like teaching and the courts, have a special public trust and function, it should "emancipate itself so far as possible from bias by recognition of its biases and by the adoption of institutional disciplines and methods which favor access to the varied points of views and diverse backgrounds of experience which clarify the major problems of public policy."—*J. C. Franklin.*

1843. [Lightfoot, Charles.] (*Kenyon Coll., Gambier, O.*) *Effects of the mode and rate of transmitting messages upon the relationships between their intensity and the intensity of repetitions of them. Port Washington, L. I., N. Y.: U. S. Navy Special Devices Center, 1949. (Tech. Rep.—SDC 411-1-10.) 13 p.*—Phrases given at a fast, intermediate, or slow rate and at different intensities were presented either

through a loudspeaker, headphones, or directly to subjects who were instructed to repeat each message in their usual manner of speaking. Repetition intensities were greatest with the high intensity group and next with the lowest intensity group. Repetition intensity was not affected by message rate within a system but apparently was with change in system.—*M. W. Raben.*

1844. [Lightfoot, Charles.] (*Kenyon Coll., Gambier, O.*) Rate of speaking: IV. Effects of the mode and level of transmitting messages upon the relationship between their duration and the duration of their repetition. Port Washington, L. I., N. Y.: U. S. Navy Special Devices Center, 1949. (*Tech. Rep.—SDC 411-1-9.*) 16 p.—Phrases, given at a fast, intermediate, or slow rate were presented either through a loudspeaker, headphones, or directly to subjects who were instructed to repeat each message in their usual manner of speaking. The intensity level of the messages was low for some subjects and moderate or high for others. It was found that increases in the time taken for giving the message were accompanied by significant increases in the time taken for repetition, whatever the mode or intensity level of original presentation. The repetition rates for low and moderate level messages were significantly different for the 3 transmission systems. This difference was not related to the intensity of the repetitions. In general, duration of the repetitions became greater as the intensity level of the original message increased.—*M. W. Raben.*

1845. Lorge, Irving. (*Columbia U., New York.*) The psychologist's contribution to the communication of ideas. In Bryson, L., *The communication of ideas*, (see 24: 1829), 79-94.—"Improvement in communication may be achieved in two ways. Firstly, educators may try to give children and adults greater skill in understanding the spoken or the printed word. . . . Communication . . . can also be augmented by the expresser" who for effectiveness "should think of the interests of his audience, of their sense of reality, of their knowledge of vocabulary, of the number of ideas that they can grasp in a short space of text (or time). Psychologists and educators have devised measures of difficulty, comprehension, and readability of communications."—*J. C. Franklin.*

1846. MacDougall, Curtis D. (*Northwestern U., Evanston, Ill.*) The American press's influence on public opinion. *Int. J. Opin. Attitude Res.*, 1949, 3, 251-262.—Relationships between American newspapers and public opinion are described and analysed. The failure of presidential elections to go in the direction of the vast majority of newspaper preferences is no indication that newspapers have lost most of their influence over readers since no evidence is available of what the votes might have been without the influence of the newspapers. The direct influence of newspapers is greatest, in political and economic issues, on the more educated and influential segments of the public, the others for the most part merely skimming or skipping the "serious" sections

of newspapers. Various journalistic phenomena of the past few decades are briefly described, and numerous trends and cross currents in American journalism are mentioned.—*N. L. Gage.*

1847. Mason, Harry M. (*Whitman Coll., Walla Walla, Wash.*) Personal values as factors in listening ability. *Amer. Psychologist*, 1949, 4, 395.—Abstract.

1848. Mead, Margaret. (*Amer. Mus. Nat. Hist., New York.*) A case history in cross-national communications. In Bryson, L., *The communication of ideas*, (see 24: 1829), 209-229.—Dealing with peoples of different nations [United States and Great Britain], "whose effective communication is compromised both by differences in culture and the circumstance of different nationality," the author discusses "a variety of procedures and problems . . . so as to give as broad a picture as possible of the way in which anthropological methods may be applied to relationships between any pair of peoples." She considers points of friction in outlook, language difficulties, interpretation of British behavior to American, obstacles to rapport, and value differences as she encountered them in her work on Anglo-American relations during World War II.—*J. C. Franklin.*

1849. Mead, Margaret. (*Am. Mus. Nat. Hist., New York.*) Some cultural approaches to communication problems. In Bryson, L., *The communication of ideas*, (see 24: 1829), 9-26.—In considering current problems of communication, particularly "ethical problems of responsibility raised by our current use of communication systems," the author examines the formal communications of three contrasting societies, the Arapesh, Manus, and Balinese. "They serve to point up . . . ways in which communicator and communicator's intent, audience and audience's responses, may be institutionalized in different cultural systems, and also in different facets of the same cultural system." It is characteristic of "our American system of communications that the symbols used to arouse emotion, evoke attention, and produce action, have come into the hands of those who feel no responsibility toward them" with the result that reaction may foster return of "authoritarianism as a corrective to anarchic manipulation of communication. . . . If, however, we can go on and formulate a system of responsibility appropriate to the age in which we live, . . . we may prevent such a reaction and, instead, move forward."—*J. C. Franklin.*

1850. Millsbaugh, Martin. (*Princeton U., N. J.*) Baltimore newspapers and the presidential election. *Publ. Opin. Quart.*, 1949, 13, 122-123.—4 papers believed that Dewey should and would be elected, and all 4 editors believed the papers should give equal space to both sides of public questions when news value permitted. Analysis of amount of news about each candidate showed a wide range of differences among the papers, with 2 of them giving much more space to Dewey news. President Truman carried the city.—*H. F. Rothe.*

1851. Oates, Whitney J. (Princeton U., N. J.) *Classic theories of communication*. In Bryson, L., *The communication of ideas*, (see 24: 1829), 27-36.—"The fact that communication involves philosophy, that it is ultimately a philosophical enterprise, tends to be forgotten." "Plato . . . demonstrated the complete futility of dealing with rhetoric merely as a technique" for he insisted that regarding communication "the first question is always, 'Does the utterance correspond to the facts?' After this question has been answered in the affirmative, then rhetoric can move on to the secondary problem of techniques of effective communication." The chief significance of classic views for us today is the lesson that ". . . in the last analysis, on whatever level communication takes place, there is always the question of truth [significance] and validity [meaning]. No concern for techniques will make it possible to avoid this question, while in philosophy lies the way to the answer."—J. C. Franklin.

1852. Pap, Arthur. (Coll. City, New York.) *Logical nonsense*. *Phil. phenomenol. Res.*, 1948, 9, 269-283.—The logical analysis of actual language of common sense and science is the subject of this paper. The main problem considered is the following: on what grounds do we intuitively judge certain statements as being nonsensical? It is shown that in many such statements the rules of grammatical syntax are not violated. The possibility that all these statements involve a logical inconsistency is discussed.—F. Heider.

1853. Seedorf, Evelyn H. (U. Denver, Colo.) *An experimental study in the amount of agreement among judges in evaluating oral interpretation*. *J. educ. Res.*, 1949, 43, 10-21.—Judgments of an oral interpretation of literature were studied in order to determine the amount of agreement among judges, effects of training of judges upon amount of agreement, effects of training of readers upon uniformity of agreement among judges, agreement between judges' ratings and instructor's rating, the influence of the judge's ability to render an artistic interpretation upon his judgments of the interpretations of others, and the influence of a knowledge of the quality of the reader's class work upon judgments. Unreliability of judgments of oral interpretation presents a problem in schools where the evaluation of a student's work is a part of his permanent record, and is often significant in contests and similar situations.—M. Murphy.

1854. Siepmann, Charles A. (New York U.) *Radio*. In Bryson, L., *The communication of ideas*, (see 24: 1829), 177-196.—Radio interests the author, "first as a powerful influence on thought, outlook and action, second as an institution reflecting, both in its history and its philosophy, current trends and tensions in our society." Radio's history is reviewed "as it throws light on" 1) the nature of the public interest, as this affects the unfettered freedom of individuals and groups (business enterprises, large and small), 2) new consequent concepts of responsibility on the part of individuals and groups as they relate

to public interest, 3) the role of government in relation to both private enterprise and public interest." The author points up the arguments that radio in "adjusting its program services to our apparent needs, . . . has taken us for what we are and denied that which we have it in us to become," that radio has not only characteristically "retarded rather than advanced our growth" but also avoided the responsibility to lead as well as to follow the opinion of its audiences."—J. C. Franklin.

1855. Smith, Madorah E. (U. Hawaii, Honolulu, T. H.) *Measurement of vocabularies of young bilingual children in both of the languages used*. *J. genet. Psychol.*, 1949, 74, 305-310.—Measures of the vocabularies of 30 bilingual children, aged 37 to 77 months, were obtained on both the English and the Chinese forms of the Smith Vocabulary Test. "In either language the group was found to have below average-sized vocabularies for children of their age. . . . When the vocabularies of the two languages are added together, two-fifths of the children exceeded the norms for monolingual children; but when words of duplicate meaning were subtracted, only one-sixth exceeded. . . . It would seem unwise to start any but children of superior linguistic ability at a second language unnecessarily during the preschool years."—R. B. Ammons.

(See also abstracts 1723, 1724, 1727, 1774, 1967, 2148, 2174)

CLINICAL PSYCHOLOGY, GUIDANCE, COUNSELING

1856. Anderson, Stanley E. *Every pastor a counselor*. Wheaton, Ill: Van Kampen Press, 1949. 111 p. \$1.50.—The author seeks to show that the average pastor can greatly increase his usefulness by a definite counseling program. For the technical aspects of counseling he refers the reader to books by expert psychiatrists and psychologists. His aim is to present the Christian emphases which a pastor will be especially interested in as he works with people, to help them solve their problems, to outgrow faults, renounce sins and find a new life. He recommends the use of exact records, scripture, prayer and other means of grace; urges theological seminaries to be as thorough as medical schools in training counselors; believing that the pastor should be as well qualified in psychology as in theology.—P. E. Johnson.

1857. Bayton, James A. (Howard U., Washington, D. C.) *The guidance dilemma: with special reference to the guidance of Negro youth*. *J. Negro Educ.*, 1949, 18, 465-473.—The guidance of Negro youth is phenotypical rather than genotypical. The purposive and dynamic nature of behavior is not understood and the part that the restrictive-permissive continuum plays in the creation of personality disorders is only vaguely grasped. Guidance is viewed as promoting personality integration through permissive and crucial experiences. The education of the Negro tends to be restrictive in that any de-

parture from the White-ideal is frowned upon. This creates difficult personalities who are unsuited for the role of teachers or counselors and who cannot successfully cope with minority group problems. Increased permissive experiences will result in a dynamic approach to race status so that evaluation and action are not taken on the basis of faulty emotionalized tension systems.—A. Burton.

1858. Cromwell, R. Floyd, & Parmenter, Morgan D. *Growing up*. Buffalo, N. Y.: Guidance Publishing Co., 1948, 64 p.—Combining text and workbook material, this guidance manual treats of the problems of personal, educational, and vocational adjustment of young people. The material is organized in terms of 27 topics describing situations and problems encountered in the course of growing up, each unit comprising a brief statement of the issue and a section of questions and suggested activities. There is provision for the insertion of extra punched sheets anywhere in the workbook. The text is illustrated.—R. C. Strassburger.

1859. Federn, Paul, & Meng, Heinrich. *Psychoanalytic prevention versus therapeutic psychoanalysis*. In *Eissler, K. R., Searchlights on delinquency*, . . . (see 24: 1975), 26-34.—The question is raised as to whether every therapeutic analysis does not start too late. It would be wiser to protect the ego during growth than to have to resurrect and unburden previous ego states through analysis. One might go so far as to say that adult analysis is necessary only because there was no preventive hygiene. To emphasize this point, some of the specific methodical difficulties of adult analysis are outlined. When prevention will have diminished the necessity of therapy, adult analysis will become a modern kind of initiation based on psychological science and without any ritual. Adult analysis will mainly serve training and educational purposes. At the same time neurosis and future delinquency will be stopped in their development during infancy, childhood and puberty.—J. Barron.

1860. Gould, Lawrence. *Mirror of your mind*. New York: Frederick Fell, 1949. 190 p. \$1.95.—"You probably have many personal problems which you feel are insurmountable" says the author, "but bear in mind that others have had similar difficulties and have coped with them successfully. In this book I answer frankly and honestly . . . over 200 personally perplexing questions." The author is a former member of the clergy who has studied psychology and now edits the Hearst column "Mirror of Your Mind," from which the contents of this book have been taken. It is intended for the psychologically uninitiated. Psychologists are often referred to as the source of the author's opinion.—L. R. Steiner.

1861. Gregory, Jean L. (Greenwich Center for Child & Family Service, Greenwich, Conn.) *The role of the nursery school (day nursery) in direct association with a family case work agency*. *Amer. J. Orthopsychiat.*, 1949, 19, 511-516.—We are now witnessing the rapprochement of two types of agencies, the nursery school with its roots in science, and the

day nursery stemming from Victorian economic and social ideology. The author suggests a further merging of two professional disciplines, nursery education and case work, and describes the operation of a nursery by a case work agency.—R. E. Pearl.

1862. Hoppock, Robert. (New York U.) *Group guidance principles, techniques, and evaluation*. New York: McGraw-Hill, 1949. xiv, 393 p. \$3.75.—Group guidance should be offered because it saves time, provides a related background that improves counseling, gives the counselor an opportunity to know his students better, focuses judgment on common problems, prevents problem cases from monopolizing the counselor's time, and helps keep the counselor up to date. Follow-up programs, field trips, group conferences, job surveys by students, case conferences, laboratory study, and self measurement are discussed in detail; other techniques are considered briefly. Suggestions are given for beginning counselors, school administrators, and college teachers. Considerable stress is placed upon the importance of evaluation of guidance. Transcriptions of several demonstrations are presented in the appendices.—G. C. Carter.

1863. Ridenour, Nina. (Natl. Comm. for Ment. Hyg., New York.) *The World Federation for Mental Health*. *Ment. Hyg.*, N. Y., 1949, 33, 411-416.—A brief historical summary of the origin and development of the present World Federation of Mental Health.—M. A. Seidenfeld.

1864. Tyson, Robert. (Hunter Coll., New York.) *The content of mental hygiene literature*. *J. clin. Psychol.*, 1949, 5, 109-114.—The contents of fairly recent popular and academic books on mental hygiene, of a popular journal, and of a few abnormal psychology texts were analyzed for their directive content. Directive content was defined as the giving of admonitions or advice. It was found that, though there was some overlap, popular materials were more directive than academic materials; abnormal psychology texts were least directive. This factor should be considered when using books for therapeutic purposes.—L. B. Heathers.

1865. U. S., Public Health Service. *Catalog of mental health pamphlets and reprints available for distribution 1949*. Washington: U. S. Health Public Service, 1949. v, 60 p.—This bibliography of publications on mental health includes those issued by government agencies as well as some 67 private organizations. The entries are arranged by subject headings and each indicates the price and source. The organizations are listed together with their addresses.—C. M. Louttit.

1866. Ziskind, Eugene. (U. Southern California, Med. Sch., Los Angeles.) *Reorientations in the mental hygiene program*. *Ment. Hyg.*, N. Y., 1949, 33, 443-452.—Indicating the present day emphasis upon professional personnel and clinic facilities for mental hygiene, Ziskind suggests that, "The time may now be ripe to give life and vital energy to some parts of the mental hygiene program that have been

relatively neglected." He includes among these "(1) preparation of the general physician for the care and management of early cases of psychogenic illness that present themselves with somatic symptoms; and (2) critical evaluation of the various psychiatric therapies and ideologies by follow-up control studies, in order to make more effective the energies expended in this field." Only the first suggestion is discussed in this article. He describes the training of graduate physicians utilizing the "preceptee program" described in the article.—*M. A. Seidenfeld.*

(See also abstracts 2080, 2103)

METHODOLOGY, TECHNIQUES

1867. Axelrod, David W., Kirchheimer, Barbara A., & Hickerson, George X., Jr. (*U. California, Berkeley.*) A preliminary study in the objective evaluation of counseling. *Amer. Psychologist*, 1949, 4, 396.—Abstract.

1868. Bugental, James F. T., & Zelen, Seymour L. (*U. California, Los Angeles.*) "Who are you?": a preliminary report on a method for studying the phenomenal self. *Amer. Psychologist*, 1949, 4, 387.—Abstract.

1869. Hector, Heinz. Das Methodenproblem der Graphologie. (The problem of methodology in graphology.) *Beih. Schweiz. Z. Psychol. Anwend.*, 1949, No. 18, 25-46.—Handwriting is important psychologically to the extent that peculiarities of the writing are related to peculiarities of the character. Writing can be studied by correlating its aspects with other observables, by controlled experimentation, by genetic or developmental studies, by analysis of the expressive nature of the movements, and by symbolic interpretations. A study of methodology gives a point of departure and insures a more adequate approach. A great danger to graphology lies in overpopularization. 27 references.—*R. B. Ammons.*

1870. Philipp, Clothilde. Handschrift-analyse über Irene Triesch. (A handwriting analysis of Irene Triesch.) *Beih. Schweiz. Z. Psychol. Anwend.*, 1949, No. 18, 51-57.—A sample of Irene Triesch's handwriting is analysed and the results interpreted in considerable detail.—*R. B. Ammons.*

1871. Schlag, Oskar R. Anmerkungen eines Graphologen zur Handschrift von Ernst Jünger. (Remarks of a graphologist on the handwriting of Ernst Jünger.) *Beih. Schweiz. Z. Psychol. Anwend.*, 1949, No. 18, 12-24.—Two samples of Jünger's handwriting are presented and commented on in some detail.—*R. B. Ammons.*

1872. Schmidheiny, Helen. Ein schwieriger Fall von Zuchtschrift. (A difficult case of writing control.) *Beih. Schweiz. Z. Psychol. Anwend.*, 1949, No. 18, 47-50.—An analysis of the writing in an application letter is given, to throw light on the problem of how much inhibition of writing tendencies is possible. A subsequent analysis of spontaneous writing and history bear out a diagnosis of unrest, impulsiveness, and inner aggression.—*R. B. Ammons.*

1873. Sechehaye, M. A. Diagnostics psychologiques. (Psychological diagnostics.) *Beih. Schweiz. Z. Psychol. Anwend.*, 1949, No. 17, 119 p.—To aid in diagnostic training, a series of case problems is presented. These are concerned with such things as hysterical paralysis in a four-year-old, mother ambition and child preference, reading retardation, change of occupation, an educational program for a disturbed adolescent, infantile schizophrenia, and mental retardation in a slow pupil. Material is given in the form of a conversation between the diagnostician and a student.—*R. B. Ammons.*

1874. Sulzer, Freddy. Angst, Verdrängung, Hemmung und Unlust im Schriftausdruck. (Anxiety, displacement, inhibition, and uneasiness in writing expression.) *Beih. Schweiz. Z. Psychol. Anwend.*, 1949, No. 18, 76-84.—A case analysis is presented, followed by tables of graphic signs of anxiety, displacement, inhibition, and weakened anxiety.—*R. B. Ammons.*

1875. Van Ophuijsen, J. H. W. (*Jewish Board of Guardians, New York.*) The psychiatric consultation. *Amer. J. Orthopsychiat.*, 1949, 19, 397-403.—The psychiatric consultation, that is, the discussion with a psychiatrist of difficulties which a psychiatric social worker encounters in his professional contact with his patients, should form part of a well-balanced educational program for the worker. Consultations are usually requested either for the establishing of a diagnosis or the planning or modification of treatment procedures. In her discussion of this paper, Marion Kenworthy indicates that this type of consultation is Dr. Van Ophuijsen's unique contribution to the clinic team activities of the Jewish Board of Guardians where it works very well, but that it is not a common practice in other clinical settings.—*R. E. Perl.*

(See also abstracts 1825, 2084, 2119)

DIAGNOSIS & EVALUATION

1876. Altus, William D. (*U. California, Santa Barbara.*) The Group Rorschach as a measure of intelligence at the college level. *Amer. Psychologist*, 1949, 4, 388.—Abstract.

1877. Baker, Lawrence M., & Harris, Jane S. (*Purdue U., Lafayette, Ind.*) The validation of Rorschach Test results against laboratory behavior. *J. clin. Psychol.*, 1949, 5, 161-164.—Recordings were made of the speech of 14 college students under normal and stress conditions. Rorschachs were later given to the group. Changes in speech intelligibility under the stress conditions were determined by a listening panel; changes in speech intensity and syllable duration, by physical measurements of the sound. Speech was less intelligible, voice intensity was more variable, and syllable duration was shorter under the stress conditions. A reliable correlation of .45 was found between increase in variability of speech intensity and degree of deviation of the F+ score from Beck's mean. A not quite reliable correlation of .42 was found between variability in in-

tensity and degree of inadequacy of form-color integration. The correlations, though low, support Rorschach interpretations.—*L. B. Heathers.*

1878. Barkley, Bill J. (*Western Reserve U., Cleveland, O.*) A note on the development of the Western Reserve Hapto-kinesthetic Gestalt Test. *J. clin. Psychol.*, 1949, 5, 179-180.—The author has prepared a set of plastic relief reproductions available at cost, of the Bender visual-motor gestalt test. The test is used to compare the reproductions of patients when they can only feel the designs with their fingers and when the cards are presented visually in the usual manner. Though no data are yet published, preliminary observations suggest that normal and brain injured patients differ significantly on these two tasks.—*L. B. Heathers.*

1879. Berdie, Ralph F. [Dir.] The counseling and guidance use of test scores. Minneapolis, Minn.: Association of Minnesota Colleges, 1949. 24 p. \$1.00.—This manual is being distributed by the Association of Minnesota Colleges to high school teachers and counselors so that they may use test scores with increasing effectiveness. The State-wide Testing Program is described and norms on the several tests are presented. The predictive value of the tests are also discussed. A brief discussion of a few basic statistical procedures is included.—*L. Long.*

1880. Boyd, Foster. A provisional quantitative scoring with preliminary norms for the Goldstein-Scheerer Cube Test. *J. clin. Psychol.*, 1949, 5, 148-153.—"It has been found that performance on the Goldstein-Scheerer Cube Test varies markedly with the general intelligence level of the subject, and therefore, it has been necessary to establish a tentative scoring method and a scale of normalized scores for different intelligence levels in order that deterioration or interference with optimum concept formation at any particular level can be detected. . . . The quantitative scoring has been established primarily for the differentiation of organic brain pathology, and does not sufficiently differentiate between functional and organic disorders as such, although several clinical groups tend to show characteristic relationships between IQ and Cube Test scores. Cube Test scores are found to be statistically invalid for predicting differential impairment of concept formation in persons of less than 65 IQ on the Wechsler-Bellevue full scale."—*L. B. Heathers.*

1881. Brown, M. N. (*V. A. Hosp., Vancouver, Wash.*) A critique of the Wechsler-Bellevue system of weighted scores. *J. clin. Psychol.*, 1949, 5, 170-173.—The variability in the possible range of weighted scores on the sub-tests of the Wechsler-Bellevue makes questionable, particularly for persons of high ability, the use of inter-test variability analyses and of the Mental Deterioration Index.—*L. B. Heathers.*

1882. Clark, Jerry H. (*Santa Barbara Coll., Calif.*) Subtest variation on the Wechsler-Bellevue for two institutionalized behavior problem groups. *Amer. Psychologist*, 1949, 4, 395.—Abstract.

1883. Cronbach, Lee J. (*U. Illinois, Urbana.*) Statistical methods applied to Rorschach scores: a review. *Psychol. Bull.*, 1949, 46, 393-429.—The writer reviews from the point of view of technical statistical method the same material as Munroe (see 19: 3041) and attempts "to evaluate the soundness of the statistical procedures on which the conclusions are based."—70-item bibliography.—*S. Ross.*

1884. Davidson, William N., Murphy, Maxine M., & Newton, Vernauer, W. (*U. California, Los Angeles.*) Experimental analysis of the Szondi Test. *Amer. Psychologist*, 1949, 4, 388.—Abstract.

1885. Deri, Susan K. (*Coll. City of New York.*) The Szondi Test. *Amer. J. Orthopsychiat.*, 1949, 19, 447-454.—The Szondi Test, a projective technique consisting of 48 photographs of various types of mental patients, is based on the theory that personality expresses itself by means of likes and dislikes in this area. The Szondi is compared with the Rorschach in administration, scoring and interpretation. A Szondi profile of a 14 year old girl is included.—*R. E. Perl.*

1886. Gibby, Robert G. (*V. A. Ment. Hyg., Clin., Detroit, Mich.*) A preliminary survey of certain aspects of Form II of the Wechsler-Bellevue Scale as compared to Form I. *J. clin. Psychol.*, 1949, 5, 165-169.—32 psychoneurotic males seen in a V. A. clinic were given both forms of the Wechsler, the order of test presentation being controlled. Mean weighted scores on Comprehension and Arithmetic were significantly lower on Form II than on Form I. Correlations between subtest scores on the 2 forms varied between .20 and .93; only 4 of the 11 correlations are at least high. Rank-order correlations between sub-test scores on the 2 forms for individuals were computed; only 25% of the obtained rho's were .70 or above. Only 25% of the individual profiles on the two forms showed at least moderate coefficients of profile similarity. IQ's of the two forms were not significantly different.—*L. B. Heathers.*

1887. Gunderson, Ellsworth K., & Lehner, George F. J. (*U. California, Los Angeles.*) Reliability in a projective test (The Draw-A-Person). *Amer. Psychologist*, 1949, 4, 387.—Abstract.

1888. Hovey, H. Birnet. (*V. A. Salt Lake City, Utah.*) Somatization and other neurotic reactions and MMPI profiles. *J. clin. Psychol.*, 1949, 5, 153-157.—The MMPI was given to 199 patients in a V. A. hospital; the group included 105 cases with psychosomatic disorders, 34 cases of conversion hysteria, 60 cases of anxiety reactions. The MMPI profile of the anxiety cases shows the greatest deviation from normal; the hysterics, the least. Possible explanations for these results are given. Although the groups are fairly well differentiated by the test profiles, there is considerable overlap of test patterns within the groups so that the identification of the individuals within the diagnostic groups is not good.—*L. B. Heathers.*

1889. Krise, E. Morley. A common error in scoring the Minnesota Multiphasic Personality

Inventory. *J. clin. Psychol.*, 1949, 5, 180-181.—This article serves as a reminder that "Cannot Say" items should be recorded on the record blank of the individual form of the MMPI. Neglecting to record these items may raise the T-scores obtained on the clinical scales utilizing zero items.—L. B. Heathers.

1890. Lehner, George F. J. (*U. California, Los Angeles.*) Some relationships between scores for self and projected "average" scores on a personality test. *Amer. Psychologist*, 1949, 4, 390.—Abstract.

1891. Lowenfeld, Margaret. (*Institute of Child Psychiatry, London, Eng.*) The Mosaic Test. *Amer. J. Orthopsychiat.*, 1949, 19, 537-550.—The Mosaic Test mirrors the cognitive and emotional processes and demonstrates the functioning of these abilities in a real concrete situation. The material of the test is colored (white, yellow, red, blue, green and black) tiles cut in the shapes of squares, diamonds, half squares, equilateral triangles, and scalene triangles. The patterns made are studies in terms of abstract, concrete or conceptual, and compact, spaced or intermediate, and interpreted as to whether the response is normal or neurotic.—R. E. Perl.

1892. Serebrinsky, Bernardo. El psicodiagnóstico de Rorschach en medicina psicosomática. (The Rorschach psychodiagnostic in psychosomatic medicine.) *Prensa méd. argent.*, 1948, 35, 1723-1729.—The Rorschach test may be used to advantage in psychosomatic medicine (1) as a diagnostic method; (2) for observing the ways in which the subject manages the situation; (3) for discovering attitudes and conflicts. Each of these uses is discussed and illustrated.—F. C. Sumner.

1893. Serebrinsky, Bernardo. Un metodo sencillo para explorar la personalidad. (A simple method of exploring the personality.) *Prensa méd. argent.*, 1948, 35, 2375-2377.—A simple method of exploring personality for those not trained in the Rorschach technique is described and illustrated. It consists of 50 incomplete sentences which the subject reads and completes and which touch on 10 aspects of the personality: attitudes toward one's family; attitudes toward one's past; impulses; feelings; ambitions; ill health; energy; time-perspective; reaction before others; reaction of others before the subject. The subject must complete the sentence within 10 seconds with first thing of which he thinks. The completion may be with a word, a phrase or a sentence. With the brief time allowed for the completion, reflection is not permitted. The test may be administered to the individual or to a group. The interpretation of the results does not require profound psychological knowledge.—F. C. Sumner.

1894. Wellisch, E. (*Kent Educ. Comm., Eng.*) Auditory, olfactory-gustatory and thermic Rorschach responses. *J. ment. Sci.*, 1949, 95, 667-672.—Records of 80 children CA 8 to 14 and two adults are analyzed for responses. Auditory responses occurred in every fourth record, with some being mostly movement responses, but some with an auditory element indicating highly emotional characteristic. It is reasoned that movement responses

are regarded as indicating imagination or inner promptings partly because of their hallucinatory character—auditory, olfactory, gustatory, and thermic responses are also hallucinatory, and point to the presence of fantasy and suggest an introverted experience type. Thermic, olfactory-gustatory responses are very rare, the lower D of card III being the most common thermic response. Suggested is a scheme for adequate scoring of these types of responses and some implications for Rorschach interpretation.—W. L. Wilkins.

(See also abstract 2086)

TREATMENT METHODS

1895. Berger, Graenum. (*Bronx (N. Y.) House.*) The group worker and psychiatry. *Amer. J. Orthopsychiat.*, 1949, 19, 455-462.—Four cases are presented which illustrate various ways in which the group worker uses psychiatric concepts. They deal with: (1) use of program to release aggression and achieve individual growth and social acceptance, (2) use of group structure as substitute for unsatisfactory home environment, (3) use of group discussion to sublimate strong and undirected ego drive, (4) use of group leader relationship to resolve sibling rivalry.—R. E. Perl.

1896. Bettis, Moody C., Malamud, Daniel L., & Malamud, Rachel F. Deepening a group's insight into human relations; a compilation of aids. *J. clin. Psychol.*, 1949, 5, 114-122.—Various specific aids—films, recorded dramatized skits, suggested group demonstrations, case study materials—useful in stimulating group discussions of the dynamics of behavior are listed and discussed. 34-item bibliography.—L. B. Heathers.

1897. Blackman, Nathan. (440 N. Taylor St., St. Louis, Mo.) Sequelae of military service and their treatment in a Veterans Administration Mental Hygiene Clinic. *J. Mo. med. Ass.*, 1948, 45, 579-582.—The value of a combination of individual and group psychotherapy is pointed out in the case of veterans whose needs for dependency were either activated or prolonged during the military service, and who find themselves devoid of group solidarity and its concomitant strengths. All resources, Veteran Administration and community, social or religious, are utilized in this connection. This therapeutic approach has given encouraging results in more than half of the cases treated.—F. C. Sumner.

1898. Bronner, Augusta F., [Chm.]. The objective evaluation of psychotherapy. Round Table, 1948. *Amer. J. Orthopsychiat.*, 1949, 19, 463-491.—Lawrence S. Kubie reported on the scope of the problem, Ives Hendrick discussed the objective evaluation of the therapist, followed by a discussion by Ernst Kris. The objective evaluation of procedure in psychotherapy was reported upon by David Shakow and discussed by H. W. Brosin. Paul Bergman considered the evaluation of the patient and his remarks were discussed by Edward Bibring. In summing up Dr. Kubie formulated the goals of psy-

chotherapy in terms of shrinking that area of thought, conduct, and feeling which is controlled predominantly by unconscious determinants and expanding that area controlled by conscious determinants. There is also the more limited aim of building up the strength of conscious restraints while expanding the degree of partial conscious insight.—R. E. Perl.

1899. Devereux, George. (Winter V. A. Hosp., Topeka, Kans.) The social structure of the hospital as a factor in total therapy. *Amer. J. Orthopsychiat.*, 1949, 19, 492-500.—Outlining possible areas of co-operation between psychiatrists and anthropologists, the author suggests that patients suffering from a certain psychiatric syndrome might benefit by living in a hospital environment which is made to resemble a society in which that particular syndrome happens to be rare. Social therapy should be based on the unconditional acceptance of the patient's personality, and is the very opposite of the conscious manipulation of persons or of the deliberate exploitation of human plasticity for the purpose of making man wholly subservient to society or the state.—R. E. Perl.

1900. Dolto, Françoise. Cure psychanalytique à l'aide de la poupée-fleur. (Psychoanalytical cure with the help of a flower-doll.) *Rev. franç. Psychanal.*, 1949, 13, 52-69.—A daisy-doll serves as patient surrogate in the cure of a small paranoid girl with hysterical motor and digestive disturbances. A second child, functioning well after treatment, progressed from the flower to the human-animal doll, allowing cathartic projection on the latter of the frustrations of the anal phase.—G. Rubin-Rabson.

1901. Pool, J. Lawrence. Prefrontal operation for the treatment of mental illness. *Ann. intern. Med.*, 1949, 31, 424-428.—There are two main classes of prefrontal operations for the treatment of mental illness: leucotomy or lobotomy, and gyrectomy or topectomy. None of these procedures should be considered until psychotherapy and shock therapy have been carried out and found wanting. More radical procedures should be done only as a last resort. Really good and fairly good results have been obtained in 40% of schizophrenics, with the paranoid patient between the ages of 27 and 45 who shows some "will-to-get-better" having the most favorable prognosis. Obsessive-compulsives and involutional depressions are also improved by these procedures.—J. L. Yager.

1902. Redl, Fritz. The phenomenon of contagion and "shock effect" in group therapy. In *Eissler, K. R., Searchlights on delinquency . . .*, (see 24: 1975), 315-328.—The factors which decisively determine whether or not contagion takes place are classified into 2 categories: those of the psychology of the group and those of the psychology of the individual. Needless to say, it is assumed that most incidents of contagion are the result of a cooperation of both types on a sliding scale. Indirect contagion and shock effect are investigated. The practical and theoretical implications of these phenomena are enu-

merated. The author concludes with a strong plea in favor of research into group dynamics which combines the disciplines of psychoanalysis and sociology.—J. Barron.

1903. Rockower, L. W. (New York State Dept. of Educ., New York.) The development of a vocational-rehabilitation program for the neuropsychiatric. *Ment. Hyg., N. Y.*, 1949, 33, 386-400.—A descriptive summary of the services rendered to the mentally ill. These services include (1) psychiatric consultation services; (2) counseling and planning services; (3) physical-restoration services; (4) vocational training services; and (5) placement services.—M. A. Seidenfeld.

1904. Shoben, Edward Joseph, Jr. (State U. Iowa, Iowa City.) Psychotherapy as a problem in learning theory. *Psychol. Bull.*, 1949, 46, 366-392.—A learning theory interpretation of psychotherapy is offered "to effect a *rapprochement* between psychotherapy and general psychology, and to organize some of the phenomena of clinical practice within the framework of systematic behavior theory." 66-item bibliography.—S. Ross.

1905. Simon, Werner, & Chevin, Myron R. (V. A. Hosp., St. Cloud, Minn.) Brief psychotherapy—a hospital program with participation of the social worker. *Ment. Hyg., N. Y.*, 1949, 33, 401-410.—The role of the social worker in a hospital program of modified brief psychotherapy is discussed. The unit carrying on this program at the V. A. Hospital, St. Cloud, Minnesota is described as comprising 5 psychiatrists 2 psychologists, and a psychiatric social worker. All newly admitted patients are interviewed promptly and evaluated for psychotherapy on the basis of appropriate psychological examination, dynamic social histories and psychiatric appraisal. Emphasis is placed on the values derived from the conduct of such a therapeutic regimen in the controlled environment of a hospital. The contributions of the psychiatric social worker as a psychotherapist, an interpreter of the dynamic elements of the patient's social history, and in planning follow-up and the optimal rehabilitation of the patient is particularly emphasized.—M. A. Seidenfeld.

1906. Watkins, John G. (State Coll. Washington, Pullman.) Evaluating success in psychotherapy. *Amer. Psychologist*, 1949, 4, 396.—Abstract.

(See also abstracts 1997, 2020, 2035)

CHILD GUIDANCE

1907. Bornstein, Berta. The analysis of a phobic child; some problems of theory and technique in child analysis. In *Freud, A., et al., The psychoanalytic study of the child*, (see 24: 1738), 181-226.—"This paper attempts to clarify some theoretical and technical aspects of child analysis by correlating the course of treatment, the structure of the neurosis and the technique employed in the case of a [5½ year-old] phobic boy who was in analysis over a

period of 3 years." 36-item bibliography.—W. Gruen.

1908. Bradley, Charles. (Emma Pendleton Bradley Home, East Providence, R. I.) Indications for residential treatment of children with severe neuropsychiatric problems. *Amer. J. Orthopsychiat.*, 1949, 19, 427-431.—The purpose of this paper is to discuss the advantages and disadvantages of inpatient as compared with out-patient treatment for children with severe disturbances. A brief case report is given to illustrate the in-patient contribution of an accepting atmosphere plus opportunities for participation in a busy program.—R. E. Perl.

1909. Brower, Edna. The visiting teacher looks at the rejected child. *Ment. Hyg., N. Y.*, 1949, 33, 432-435.—Brower discusses briefly some of the more prominent causes of "unwanted children" and the effect of lacking family acceptance upon the child.—M. A. Seidenfeld.

1910. Cameron, Kenneth. (Maudsley Hosp., London.) A psychiatric in-patient department for children. *J. ment. Sci.*, 1949, 95, 560-566.—For children ages 3 to 12 the Maudsley Hospital has initiated a special department, now in operation two years. Described are accommodations, staffing, treatment, types of cases and the functions of psychologist and social worker.—W. L. Wilkins.

1911. Dorsey, John M. The use of the psychoanalytic principle in child guidance work. In Eissler, K. R., *Searchlights on delinquency . . .*, (see 24: 1975), 131-149.—The utilization of the psychoanalytic principle in the operation of a child guidance clinic serving some 1,500 children yearly, is presented. The cogitation, sagacity and acknowledgment of the intrinsic value of being human is a sovereign remedy. Fatalism is the antithesis of indeterminism. Self-determinism states that man shapes his own destiny and thus man is a dynamic individual. Attention to the human being is an imperative need. Delinquent behavior is the hurt child's cry for help. The role of punishment in education, character formation, education to mental health and mental health and morality are discussed. Mental health education must gradually work its way into home life and politics.—J. Barron.

1912. Freud, Anna. La psychanalyse des enfants. (Psychoanalysis of children.) *Rev. franç. Psychanal.*, 1949, 13, 70-96.—The existence of infantile sexuality and its role in infantile neurosis must be re-demonstrated to the sceptical. There is still fear of immorality subsequent to therapy. Controversy exists concerning the age proper for analysis as well as the area of application. The points of view of the Viennese school and the English group led by Melanie Klein are compared as are the differences in subjective attitudes and ulterior goals in adult and infantile neurosis. Progressive stages in psychic development often account for spontaneous remission of neurotic symptoms such as almost never occurs in adult neurosis. Present analytical knowledge of the processes of development of both the libido and the ego is incomplete, but it is imperative

that the therapist know in what way the neurotic process can disturb the course of the child's normal evolution.—G. Rubin-Rabson.

1913. Friedlander, Kate. (West Sussex Child Guid. Serv., London.) Neurosis and home background; a preliminary report. In Freud, A., et al., *The psychoanalytic study of the child*, (see 24: 1738), 423-438.—In contrast to the home background of a group of 34 anti-social children, a group of 33 neurotic children grew up in a relatively stable home, insofar as there had been no separation from and between parents. The author discusses the causal factors of the neurosis in the latter group and concludes that none were due to a single personality factor in the mother, but rather to complexly determined conflicts in the child. In addition, in 27 of the neurotic cases, neurotic development could not have been predicted from the environmental constellation. The relation between predisposition and adverse intra-family relationships in these cases is reviewed.—W. Gruen.

1914. Fries, Margaret E. Some points in the transformation of a wayward to a neurotic child. In Eissler, K. R., *Searchlights on delinquency . . .*, (see 24: 1975), 216-224.—Aichhorn emphasizes strongly the importance of going along with the wayward child into his fantasy and following it to its logical end rather than going against his symptoms. In the wayward type there have been difficulties in the development of the superego. Two cases representing changes in the total personality with emphasis on the modifications in the superego are presented. The question is raised: can the beneficial effect of the change in the father figure in a growing child who is passing through the oedipal stage be compared to the therapeutic role of the analyst in an older, wayward child during treatment?—R. D. Weitz.

1915. Jacobs, Lydia. (West Sussex Child Guid. Serv., London.) Methods used in the education of mothers; a contribution to the handling and treatment of developmental difficulties in children under 5 years of age. In Freud, A., et al., *The psychoanalytic study of the child*, (see 24: 1738), 409-422.—Conclusions are presented on consultations with mothers who referred their children to a child guidance clinic because of some difficulty in development. "The general aim of interviews with these mothers has been to give them knowledge on which to base a change in their handling of the child, in such a way that the child can take a step forward in ego development." The article further discusses theoretical questions that concern the content of such interviews, their limitations, and the factors that appear to make treatment of very young children possible through a treatment of their parent.—W. Gruen.

1916. Oberndorf, C. P. Psychotherapy in a residential children's group. In Eissler, K. R., *Searchlights on delinquency . . .*, (see 24: 1975), 165-173.—The desire for inclusion is one of the most valuable forces which is present in the correction of conduct deviations in childhood. The experiences of the

staff of the child guidance department of the Pleasantville Cottage School for dependent children at Pleasantville, N. Y., are presented. Behavior difficulties in children are symptomatic of emotional and psychic disturbances. The observations indicate that great and apparently enduring changes have occurred as a result of the dynamically oriented psychiatric treatment of adolescents burdened with internal conflicts and external handicaps. The whole program suggests that adequate therapeutic attention to such children at an early age may prove one of the best agents in the prevention of future criminality.—R. D. Weits.

1917. Pearson, Gerald H. J. (*Philadelphia (Pa.) Psychoanalytic Institute.*) *Emotional disorders of children: a case book of child psychiatry.* New York: W. W. Norton, 1949. 368 p. \$5.00.—A psychoanalytically oriented collection of condensed case materials organized under the headings: The Methods of Studying a Psychiatric Problem in a Child; The Diagnosis and Classification of Psychiatric Problems in Children; Anxiety States; Anxiety Hysteria; Conversion Hysteria; The Interrelationships of Organic and Psychic Illnesses; The Obsessional Neurosis; The Child Who Is Intellectually Retarded; The Sexual Perversions; Psychoses in Children; Character Neuroses in Children; General Considerations of the Treatment of Psychic Disorders in Children. Testing examination and treatment techniques are discussed.—L. J. Stone.

1918. Reca de Acosta, Telma. *Un caso de un niño incendiario; dinámica y motivación de su conducta revelada a través del proceso psicoterápico.* (A case of an incendiary child; dynamics and motivation of his conduct revealed through the psychotherapeutic procedure.) *Prensa méd. argent.*, 1949, 36, 415-420.—The case of a boy 6 years of age, of precocious intellectual development with normal conduct up to the period in which his incendiarism commenced is described. He was punished violently for his first destructive acts. The intensity of his aggression increased in proportion as the punishment augmented. In the course of 3 months of psychotherapeutic treatment, he revealed intense aggressive feeling against his whole family in general and against a little sister and his grandmother in particular. The treatment has been exclusively psychotherapeutic and has led to definite normalization of the boy's conduct.—F. C. Sumner.

1919. Rexford, Eveleen N. (*James Jackson Putnam Children's Center, Roxbury, Mass.*) *The role of the nursery school in a child guidance clinic.* *Amer. J. Orthopsychiat.*, 1949, 19, 517-524.—At the Children's Center, organized as a child guidance clinic for pre-school children, there is close coordination of 3 equally important departments, the nursery school, social service, and psychiatry. The nursery school which gains so much from the psychiatric guidance, contributes a great deal to the psychiatric work itself. So-called normal nursery schools can and should play an expanding orthopsychiatric role with the addition of a case worker to the schools

staff and the availability of a consulting psychiatrist. A discussion by Edith B. Jackson follows.—R. E. Perl.

1920. Skotton, Elisabeth. *Aus meiner Praxis.* (From my practice.) *Int. Z. Indiv.-Psychol.*, 1948, 17, 120-126.—Case report of the successful handling of a moderately disturbed 13 year old girl in the school situation.—C. Bever.

1921. Zwerdlin, Ella, & Polansky, Grace. (*Jewish Soc. Serv. Bur., Detroit, Mich.*) *Foster home placement of refugee children.* *J. soc. Casw.*, 1949, 30, 277-282.—Examination of placement experiences of 38 refugee children resettled in Detroit revealed that 50% were unsatisfactory. Some of the factors affecting their adjustment were: (1) feeling of being unwanted, (2) need for assimilation into a strange culture, (3) disturbed family relationships, (4) high expectations, (5) inconsistent upbringing in the past, and (6) refugee children were in late adolescence. It is pointed up that intensive preparation and more interpretative work with relatives and foster parents is needed to bring about better understanding and adjustment.—V. M. Stark.

(See also abstracts 1564, 1734, 1955, 1989, 2045)

VOCATIONAL GUIDANCE

1922. Dobson, David. (*Jewish Voc. Serv., Louisville, Ky.*) *The contribution of vocational guidance to personal adjustment.* *J. Soc. Casw.*, 1949, 30, 288-292.—The emphasis of vocational guidance is on the psychodynamics of the problem presented, rather than on a complete genetic social history, in order to obtain some idea of what the client feels. The vocational counselor utilizes environmental manipulation. The interpretation of emotional problem depends upon its relationship to and effect upon the vocational plan.—V. M. Stark.

1923. Fehrer, Elizabeth, & Strupp, Hans. (*Brooklyn Coll., N. Y.*) *The effect of equating interest test items for prestige value.* *J. appl. Psychol.*, 1949, 33, 222-230.—Five occupational categories falling into Spranger's values categories were scaled for prestige value using Thurstone's method of equal-appearing intervals. From these an interest inventory was constructed made up of pairs of occupational titles from which 3 scores could be obtained based on occupational pairs of equal or differing prestige values. The results obtained from 180 psychology students indicate that preferences for occupations within the range studied were not determined by the prestige which is accorded to each occupation. Preferences apparently are determined by more basic interest patterns, and therefore, prestige values may be ignored in constructing interest scales made up of occupational titles. 13 references.—C. G. Browne.

1924. García Llácer, D. Vicente. [*Dir.*] *Escuela Especial de Orientación y Aprovechamiento. II Memoria.* (The special school of vocational guidance and improvement. 2nd report) Valencia: Laguarda, 1943. 240 p.—A second report on the

organization, purposes and functioning of the Special School of Vocational Guidance and Improvement of the Municipality of Valencia. The organization of the School and its purposes are described in great detail with reproduction of schedules and programs as applied to the supernormals (section B) and abnormals (section A). A condition for admission in section B is an IQ of at least 110, as that section aims to select an intellectual elite. In the second part of the report the emphasis is on the scholastic, professional and vocational orientation. Tests and examinations (psychological, medico-physiological, anthropometric, characterological, scholastic) are described in great detail: percentile norms and profile blanks are also given. A complete biotypological profile blank as applied to sections A and B is reproduced. 142-item bibliography.—*A. Manoil.*

1925. Garrido Juan, Richardo, & Ferrer Olmos, José. *Juan Luis Vives; y la psicología educativa.* (Juan Luis Vives and educational psychology.) Valencia: Laguarda, 1944. 70 p.—This publication is presented as a memorial to Luis Vives, Spanish philosopher (1492-1540), whose pedagogical conceptions are implemented in various contemporary vocational guidance activities. The book in its 3 parts presents: (1) the movement of vocational guidance in Europe and the United States, (2) the pedagogical antecedents in the work of Luis Vives, especially in his "De Disciplinis," "De Anima e Vita," "De Subventionem Panperum" and "De Institutione Feminae Christianae," and (3) the organization and purpose of the Special School of Vocational Guidance and Improvement of the Municipality of Valencia (Spain).—*A. Manoil.*

1926. Mosier, Mary F., & Kuder, G. Frederic. (Bureau of Naval Personnel, Washington, D. C.) *Personal preference differences among occupational groups.* *J. appl. Psychol.*, 1949, 33, 231-239.—A new measure for preferences (Preference Record-Personal) is designed to measure an individual's preference for (1) taking the lead in activities, (2) dealing with practical problems, (3) thinking and speculating, (4) relations free from conflict, (5) activities involving authority and power. The scores of 450 unselected adult males on the 5 scales were compared with the scores of 577 males divided into 20 occupational groups. 15 occupations differed on one or more scales and 5 of the occupations did not differ from the general population sample on any of the scales. Detailed discussions of the differences are included.—*C. G. Browne.*

1927. Ward, Roswell. *Out-of-school vocational guidance; the organization, operation, and development of community vocational guidance service.* New York: Harper, 1949. 155 p. \$2.50.—Widespread inadequacy of community services for fitting the right man to the right job is stressed. A broad program is presented for establishing out-of-school vocational guidance designed to assist individuals toward a realization of their capacities and to serve the needs of the community as a whole. The vocational counselor is described as a fact-finder, co-

ordinator and planner. Suggestions are given for the selection, training, and supervision of out-of-school vocational counselors. Several undesirable types of interviewers are listed. A set of directives to counselors is offered as an ethical guide for their professional conduct. Effective vocational guidance can play an important part in the solution of national peacetime manpower problems. Sample consultation service forms are included.—*G. C. Carter.*

BEHAVIOR DEVIATIONS

1928. Bigelow, Newton. (Marcy State Hosp., N. Y.) *Opening the doors of the mental hospital to the public.* *Ment. Hyg.*, N. Y., 1949, 33, 366-375.—Summarizing some of the "general problems of opening our hospital doors widely to the public and to note certain of the inherent difficulties" Bigelow described some of the more commonly experienced "misunderstandings and misapprehensions concerning the mental hospital's functions and operations." The author briefly suggests some solutions.—*M. A. Seidenfeld.*

1929. Burlingame, C. C. (Institute of Living, Hartford, Conn.) *Is there mental disease per se?* *J. Mo. med. Ass.*, 1948, 45, 742-747.—The traditional distinction between mental and physical diseases is here questioned. Actually there is no such thing as a purely mental disease as there is no such thing as a purely physical disease. The only justification for retaining the term mental disease and that of physical disease is seen in our ignorance of the physical or of the psychological aspect of the disorder. With this psychophysical unity view inculcated in medical schools, there should come about a closer cooperation of physicians and psychiatrists.—*F. C. Sumner.*

1930. Cassel, Robert H. (Training School, Vineland, N. J.) *Mental deficiency and psychosis.* *J. clin. Psychol.*, 1949, 5, 173-178.—A case is presented to illustrate the difficulties in diagnosing a case on the basis of various mental ability test scores alone without the concomitant use of projective and case history materials.—*L. B. Heathers.*

1931. Clark, Robert A. *Psychiatry in Switzerland.* *Amer. J. Psychiat.*, 1949, 106, 140-142.—Psychiatric facilities both for teaching and training are shown to be both broad and extensive with each large city having its own university and psychiatric teaching hospital. Psychotherapy is eclectic in that it does not lean toward the theory of any one school, and research is mainly concerned with physiology. The author concludes that a "greater" interchange between psychiatrists in Switzerland and the U. S. and Canada would be of mutual benefit.—*I. Friedman.*

1932. Frank, Marjorie H. (Mental Hyg. Soc., Union County, N. J.) *Volunteer work with psychiatric patients.* *Ment. Hyg.*, N. Y., 1949, 33, 353-365.—The methods utilized by several volunteer organizations, specifically the National Council of Jewish Women, American Friends Service Com-

mittee, and the American National Red Cross are briefly described with more or less specific reference to their dualistic roles in bringing aid and comfort to the mentally ill while at the same time helping the community understand these institutions. Frank indicates that, "although voluntary organizations may use different approaches and methods, their efforts and aims are predominantly the same. They are attempting to improve conditions in mental hospitals and institutions and to interpret their needs to the communities." In addition, they are "helping to educate the public to a true knowledge of mental health and mental illness" and to establish a sense of public responsibility in relation to mental care.—*M. A. Seidenfeld.*

1933. Jacobson, Edith. Observations on the psychological effect of imprisonment on female political prisoners. In *Eissler, K. R., Searchlights on delinquency . . .*, (see 24: 1975), 341-368.—Observations and psychoanalytic interpretations of characteristic reactions which the normal average—not criminal—personality type develop under the influence of prison confinement are presented. This paper has definite limitations in that it is not the result of systematic broad investigations but presents and interprets some impressions gained from a group of about 100 female prisoners during 2 years of common life in cells and collective confinement in the state prisons of Nazi Germany. The emotional experiences of the prisoners, the changes in their personality structure during imprisonment, the emotional atmosphere of prison and the mentality of prison officials are discussed.—*D. Walton.*

1934. Liddell, H. S. (*Cornell U., Ithaca, N. Y.*) A new dynamics of animal conditioning and neurosis in relation to the problem of anxiety. *Amer. Psychologist*, 1949, 4, 395.—Abstract.

1935. McBee, Marian. The responsibility of the citizen in bridging the gap between mental hospital and community. *Ment. Hyg., N. Y.*, 1949, 33, 376-385.—McBee stresses 4 principal points, (1) "The mental health of all persons in the community is a community problem in which citizens bear the full responsibility for the adequacy of resources to meet the needs"; (2) the importance of citizens' participation in programs of care and treatment of the mentally handicapped; (3) the citizens' need for "organized channels for the expression of interest in the prevention and care of mental and emotional handicaps" in order to render maximal aid to the mentally ill; and (4) the importance of using the present day leadership in the field of mental hygiene effectively to stimulate the interests of more organized citizens groups.—*M. A. Seidenfeld.*

1936. Parsons, E. H., & Scheibel, A. B. (*Washington U. Sch. Med., St. Louis, Mo.*) Electroshock therapy in depressions; notes on clinical application. *J. Mo. med. Ass.*, 1948, 45, 583-585.—91 selected cases of depression treated with electroshock therapy were studied. All the cases improved sufficiently to leave the hospital and return to their normal pursuits. In none were there complications. 44 cases

were treated in first attacks of depression, while 47 were recurrent attacks. One half of the cases were considered to be "psychotic" depressions and one half "neurotic." No significant difference in the electroshock therapeutic requirement for 1st attack cases and recurrent depression cases or for "neurotic" and "psychotic" depressions was found. Minimal amount of current required for the production of a grand mal reaction is found to produce the least confusion and is considered least traumatic.—*F. C. Sumner.*

1937. Steincrohn, Peter J. *You and your fears.* Garden City, N. Y.: Doubleday, 1949. 224 p. \$2.50.—The author calls attention to the dangers of too much science and too little art in the physician-patient relationship. He claims that there are many hypochondriacs resulting from ultrascientific physicians. He feels that increasing psychiatric orientation in the training of physicians is an important way of decreasing the present undesirable situation.—*L. R. Steiner.*

1938. U. S., Public Health Service. Patients in mental institutions: 1947, and administrative statistics for public mental hospitals: 1947. *Ment. Hlth Statist., Current Repts.*, Ser. MH-B50, No. 1. Sept. 1949. 8 p.—Census of patients and patient movement in mental institutions for the year 1947 are summarized in text, tables, and graphs.—*C. M. Louttit.*

1939. Warren, W. (*Maudsley Hosp., London.*) Abnormal behaviour and mental breakdown in adolescence. *J. ment. Sci.*, 1949, 95, 589-624.—Fifty adolescents, CA 13 to 18, admitted to Maudsley Hospital from October 1945 to October 1947 for inpatient treatment, including 24 neurotics, 19 psychotics, and the rest psychopaths and behavior disorders following organic disease, are studied for etiology, especially premorbid personality factors. Most had suffered from family troubles, had varied abnormalities of personality, yet no special factor could be singled out except as a probable precipitant. A high proportion showed symptoms of emotional disturbance in early childhood. In the neurotics the illness showed gradual onset with much emotional disturbance in preadolescent years, but in the psychotics the illness began quickly. Adolescent traits colored the symptoms in most non-psychotics, but were less evident in the psychoses. 22 references.—*W. L. Wilkins.*

1940. Weir, T. W. H. (*Ministry of Health, Belfast, Ireland.*) Legislation and mental health in Northern Ireland. *J. ment. Sci.*, 1949, 95, 673-694.—Reviewed is the effect of the Mental Treatment Act, which operated for 16 years, and some implications of the new Mental Health Act, which became law 10 August 1948.—*W. L. Wilkins.*

1941. Wexberg, L. Erwin. Introduction to medical psychology. New York: Grune & Stratton, 1947. viii, 171 p. \$3.50.—This book has grown out of lectures modified through eight years of experience in teaching medical psychology to sophomore medical students. The author hopes that the book "may

also fill the postgraduate needs of all those practicing physicians who are realizing, on an ever increasing scale, the importance of psychological training in medicine." The approach is "holistic" and the presentation non-technical but geared to provide medical students with "more than casual knowledge of psychological concepts and methods" as "needed by the physician" generally and "at the bedside no matter what the condition might be." The material is organized into six chapters: Individual and community; Knowledge and action; Emotions and instincts; Temperament, personality, and character; Genetic psychology; and Methods and technics of clinical psychology.—J. C. Franklin.

1942. Williams, Roger J., Berry, L. Joe, & Beerstecher, Ernest, Jr. (U. Texas, Austin.) *Individual metabolic patterns, alcoholism, genetotropic diseases.* *Proc. nat. Acad. Sci., Wash.*, 1949, 35, 265-271.—Individual patterns of metabolism are distinctive and consistent. Genetically controlled patterns of alcohol consumption are demonstrated in rats. Special diets which modify the metabolic pattern eliminate voluntary alcohol consumption. It is theorized that alcoholism in humans results from dietary deficiencies due to genetic patterns. A "partial genetic block," which is the impairment of the ability to make a certain enzyme, is a hypothesized basis of such genetotropic diseases as allergies, mental disorders, cancer, et al., which can be effectively treated by replacing the missing elements. Metabolic patterns observed in schizophrenics at Austin State Hospital are rare or absent in normals. This is considered here as a cause rather than result of the psychiatric syndrome.—M. M. Berkun.

(See also abstract 1572)

MENTAL DEFICIENCY

1943. Penrose, L. S. (U. London, Eng.) *The incidence of mongolism in the general population.* *J. ment. Sci.*, 1949, 95, 685-688.—The generalized fetal dysplasia called mongolism, accounting for about 5% of the institutionalized cases of mental defect in England, is one of the most frequent causes of severe mental defect. Life expectancy of such cases is now about 12 years. Various statistics are examined to provide a frame of reference for further study and collection of data under the newer health legislation.—W. L. Wilkins.

1944. Rudolf, G. de M. (Hortham Colony, Bristol, Eng.) *Comparison of the intelligence quotient with behaviour.* *J. ment. Sci.*, 1949, 95, 703-705.—Wechsler Verbal Scale and Doll Social Age tests were administered to 281 males and 247 females of CA 10 to 57 in a colony for mental defectives. Correlation between the two tests was .93. The majority of cases of IQ 40 to 50 showed social ages of 4 to 8 years; from 50 to 60 IQ showed SA 4 to 12 years; from 60 to 70 showed SA 6 to 14 years; from 70 to 80 showed SA 8 to 18 years, from 80 to 90 showed SA 8 to 16 years. It is suggested that the table showing relationship between SA and IQ could

be used as a scale of social ages that should be obtained for patients of certain ranges of IQ—assuming no physical or emotional complications.—W. L. Wilkins.

1945. Rudolf, G. de M. (Hortham Colony, Bristol, Eng.) *Re-testing of the intelligence quotient and the social age.* *J. ment. Sci.*, 1949, 95, 696-702.—Retest of 395 defectives with the Verbal Scale of the Wechsler-Bellevue 6 months or more after initial test, and of an additional group tested more than once showed more S's with rise in IQ than stationary or with fall in IQ. This is the reverse of experience with Binet-type tests which generally show decline in IQ on repeated retesting of defectives. Rises in Doll's Social Age, assessed with the Vineland Social Maturity Test, were almost exactly the same as with the Wechsler. There is a strong tendency for behavior to improve with rise of IQ. 25 epileptics retested in the same manner showed no deterioration for the group as a whole. The increase of IQ at all chronological ages tested is considered an argument for the continued education of defectives beyond the usual school-leaving age of 16.—W. L. Wilkins.

BEHAVIOR PROBLEMS

1946. Alpert, Augusta. *Sublimation and sexualization; a case report.* In Freud, A., et al., *The psychoanalytic study of the child*, (see 24: 1738), 271-278.—A case of an 11 year-old boy with many rapidly changing interests and hobbies is discussed, because it sheds light on sublimation as a developmental process. The dynamics of sublimation are emphasized, and their relation to the major conflicts and other patterns of the boy's neurosis are pointed out.—W. Gruen.

1947. Eustace, H. J. (Hampstead, Glasnevin, Dublin, Ireland.) *Addiction under the Mental Treatment Act, Eire, 1945.* *J. ment. Sci.*, 1949, 95, 693-695.—At the request of a relative, plus the recommendation of medical practitioners and the hospital superintendent, an individual can be detained for six months in an authorized institution. In the first 15 months of the act 141 persons were treated, mostly in private hospitals. Legal complications of detaining a patient who is sane but needs treatment are discussed.—W. L. Wilkins.

1948. Friedman, Paul. *The effects of imprisonment.* *Acta med. orient., Jerusalem*, 1948, 7, 163-167.—From 9 months of observing the survivors of the Nazi concentration camps, first in the DP camps and Children's Centers in Europe, and then on the island of Cyprus, the author reports the following effects of such imprisonment: (1) The great distortion of the ego structure or of the synthetic function of the ego; (2) total denial of reality as a defense mechanism of the ego evidenced in detachment or nonchalance; (3) great distrust and suspicion of every one and everything; (4) sexual dysfunction as amenorrhea in almost all women and complete replacement of sexual desires and fantasies by continuous occupation with thoughts of food. On the island

of Cyprus psychosomatic complaints led among the conspicuous effects of imprisonment.—F. C. Sumner.

1949. Kanner, Leo. (Johns Hopkins Hosp., Baltimore, Md.) Problems of nosology and psychodynamics of early infantile autism. *Amer. J. Orthopsychiat.*, 1949, 19, 416-426.—A composite picture is presented, developed from a study of the case histories and observation of 55 autistic children and their parents. Early infantile autism is characterized by a profound withdrawal from contact with people, an obsessive desire for the pre-severation of sameness, a skillful and even affectionate relation to objects, the retention of an intelligent and pensive physiognomy, and either mutism or the kind of language which does not seem intended to serve the purpose of interpersonal communication. Most of the cases were exposed from the beginning to parental coldness, obsessiveness, and a mechanical kind of attention to physical needs only. They were the objects of observation and experiment and not of genuine warmth and enjoyment. Their withdrawal seems to be an act of turning away from such a situation to seek comfort in solitude.—R. E. Perl.

1950. Lampl-De Groot, Jeanne. Neurotics, delinquents and ideal-formation. In Eissler, K. R., *Searchlights on delinquency* . . . (see 24: 1975), 246-255.—The genesis of both neurotic and dissocial disturbance lies in the interplay, in varying mixtures, of dispositional factors and environmental influences. However, this similar genesis doesn't dissemble the striking differences between neurotic and delinquent behavior. These differences and their derivation are discussed and evaluated. Observation of children has indicated that even a young child's aggression can be and generally is mobilized by the frustration of a bodily or mental need and the same is true in regard to sexuality. Among the major purposes of any educational program must be the aim to provide compensating love, constructive ideal-formation, and suitable methods for sublimating aggression into fruitful activities.—S. Schpoont.

1951. Lechat, F. L'obsession. (Obsession.) *Rev. franç. Psychanal.*, 1949, 13, 119-143.—The obsessive neurotic reveals 3 permanent characteristics: doubt, scruples, control. He fears to lose his obsession; if he does he replaces it immediately by another. He is disabled by its temporary absence and summons it back, constantly improves it in more rationalized form lest it be proved absurd. He is rigid, particularly in the interpretation of good and evil, oversensitive, indecisive, incapable of synthesis, affectively ambivalent. The anxiety underlying the obsession is rooted in a double feeling of guilt: the forbidden sexual desire, and the aggression which would overthrow the authority that forbids it. The greater freedom necessarily allowed the obsessive in analytical therapy can be handled only by the very experienced therapist.—G. Rubin-Rabson.

1952. Lehman, Edward. (Mt. Sinai Hosp., New York.) Feeding problems of psychogenic origin; a survey of the literature. In Freud, A., et al., *The psychoanalytic study of the child*, (see 24: 1738),

461-488.—The survey reviews the literature on eating and feeding problems and discusses some implications. Developmental factors are surveyed with regard to breast feeding and weaning, effect of emotion on appetite, and effects of parental attitudes. A section on pathological factors contains discussions on anorexia nervosa, obesity, zone displacements, eating inhibitions, food idiosyncrasies, and food symbolism. 103-item bibliography.—W. Gruen.

1953. Levy, Kata F. The eternal dilettante; a contribution to female sexuality. In Eissler, K. R., *Searchlights on delinquency* . . . (see 24: 1975), 65-76.—This paper is a report on some observations made during analysis of a specific type of female development whose outcome in social life is dilettantism. Factors which may impede the development of true femininity and the autodidactic tendencies of the female dilettante are discussed. It is stated that the investigation of female dilettantism has drawn our attention to a complex of interconnected psychic mechanisms which do not regularly manifest themselves as dilettantism, from which, however, the neurotic type of dilettantism in this paper derives. 17 references.—R. D. Weitz.

1954. McCarthy, Raymond G. (Yale Plan Clinic, New Haven, Conn.) Group therapy in alcoholism; transcriptions of a series of sessions recorded in an outpatient clinic. II. Third session. *Quart. J. Stud. Alcohol*, 1949, 10, 217-250.—Vebatim transcriptions of a therapeutic session, preceded by an introductory statement on "When does an alcoholic become an alcoholic and how can one tell?"—W. L. Wilkins.

1955. Mahler, Margaret Schoenberger. Les "enfants terribles." In Eissler, K. R., *Searchlights on delinquency* . . . (see 24: 1975), 77-89.—The author's thesis is that a certain type of enfant terrible behavior represents a defense mechanism in which the eroticized—the entire libidinous ego in Ferenczi's sense—is identified with the threatening phallus of the father and is used to ward off overwhelming fear of castration. The case presented is believed to illustrate with special clarity the clinical picture of those children whose latency period has been deferred because as Aichhorn pointed out, for specific environmental reasons they were unable to identify with the desexualized ego ideal of the parent of the same sex. This history may serve as a simple illustration of a whole group of cases. 22 references.—J. Barron.

1956. Mahler, Margaret Schoenberger. (Coll. Physicians and Surgeons, Columbia U., New York.) A psychoanalytic evaluation of tic in psychopathology of children; symptomatic and tic syndrome. In Freud, A., et al., *The psychoanalytic study of the child*, (see 24: 1738), 279-310.—On the basis of a study of 60 cases of tics in children, the author prefers to call the tic syndrome a psychosomatic disease rather than a mere localized and limited symbolic expression of a specific conflict in body language. Tics are further discussed under the headings of: (1) transient tics, which indicate tension phenomena; (2) psychoneurotic tic symptoms, where the tic is

either a conversion or a compulsive symptom; (3) impulse neuroses with tic syndrome, where the tic is an integral part of the neurosis; & (4) organ neuroses, or 'maladie des tics,' which follow the rules of other psychosomatic conditions. 41-item bibliography.—W. Gruen.

1957. Meignan, P. Les réflexes conditionnels pathologiques. (Pathological conditioned reflexes.) *Bull. méd., Paris*, 1948, 62, 371-376.—Conditioned reflexes are frequently the basis of behavior abnormalities both in children and in adults. The author divides such pathological conditioned reflexes into positive and negative types. The former involved generalization of the response to situations which differ except in a single stimulus element; the negative type involved inhibition because of the presence of an irrelevant stimulus element. Such pathological reflexes are frequent in children and in adults they appear under certain limited conditions. The author discusses the use of reconditioning as a therapeutic measure.—F. C. Sumner.

1958. Moehlig, Robert C. (964 Fisher Bldg., Detroit, Mich.) The anxiety state from the layman's viewpoint. *J. Mich. med. Soc.*, 1949, 48, 579-584.—The anxiety state is described in terms suitable for layman understanding. It is felt that the physician can be helpful to the patient by a description of this sort. Treatment of the anxiety neurotic may start with a sedative followed by understanding, sympathy, and reassurance.—F. C. Sumner.

1959. Mueller, Edward E. (Veterans Hosp., Rocky Hill, Conn.) Personality and social implications in the life of the alcoholic veteran. *Quart. J. Stud. Alcohol*, 1949, 10, 258-267.—100 alcoholic veterans were compared with 100 discharged psychotics, 100 hospitalized psychotics, 100 neurotics, and 100 well-adjusted soldiers and veterans on the areas of Simon's study (see 17: 1616) of social data in psychiatric casualties. Prewar and postwar adjustment of the alcoholics was precarious, and they were generally unattached males, unmarried or separated or divorced, with exceptionally weak family ties.—W. L. Wilkins.

1960. Owen, Thelma V., & Stemmermann, M. G. (Owen Clinic, Huntington, W. Va.) Aggressive behavior. *Ment. Hyg., N. Y.*, 1949, 33, 436-442.—Pointing out that, "So long as his behavior is confused with his disposition rather than his illness, the mental patient will probably continue to be stigmatized." The authors describe one of the common types of abnormal behavior, "aggressiveness, its causes and its prevention." They point out the presence of the characteristic in the mentally healthy as well as the ill. This behavior is of two types—active, combative, or passive, resistive. Aggressive behavior resulting from hallucination in the mentally ill is discussed. Several cases are cited as illustrations. Some techniques for avoiding or correcting aggressiveness arising in the hallucinating patient are suggested.—M. A. Seidenfeld.

1961. Pfeffer, A. Z. (New York U. Coll. Med.), Friedland, Philips, & Wortis, S. Bernard. Group

psychotherapy with alcoholics: preliminary report. *Quart. J. Stud. Alcohol*, 1949, 10, 198-210.—6 neurotic alcoholics, severe problems from 3 to 15 years, and all failures of Alcoholics Anonymous and of individual psychotherapeutic and medical measures, were selected for homogeneity of economic and cultural backgrounds, and met twice weekly for 1 to 1.5 hour. Transcriptions of a wire recording of crucial parts of a session are used to illustrate significant areas of group therapy. A year-end summary shows 4 of the 6 significantly improved, but 2 worse and needing individual therapy. It is concluded that group therapy is well worth while, especially because "the alcoholic is unable to tolerate the intense transference feeling in individual groups." It is suggested that for intensive group psychotherapy the patients be selected for similarity of underlying emotional problems and for sex, and that groups be limited in number to six.—W. L. Wilkins.

1962. Reca Acosta, Telma. Accesos agudos de ansiedad con intensa sintomatología somática en una niña de 13 años de edad. (Acute attacks of anxiety with intense somatic symptomatology in a girl 13 years of age.) *Prensa méd. argent.*, 1948, 35, 1729-1731.—The case reported is that of a 13-year old girl who has suffered since 2½ years of age from attacks characterized by: anxiety, a sensation of death, intense cold, palpitations, nausea, paresthesias, visual hallucinations. 11 sessions of psychotherapy extended over a period of 4 months sufficed for a cure and clarification of the origin of the symptom-complex.—F. C. Sumner.

1963. Saperstein, Jerome L. (124 S. Lasky Dr., Beverly Hills, Calif.) On the phenomena of depersonalization. *J. nerv. ment. Dis.*, 1949, 110, 236-251.—Depersonalization is presented as a syndrome that cuts across the diagnostic classifications of personality disorders, being present also in normals. "An effort has been made to evaluate it in terms of morbidity, differential diagnosis and, to some extent, therapy and prognosis."—N. H. Pronko.

1964. Schnurmann, Anneliese. Observation of a phobia. In Freud, A., et al., *The psychoanalytic study of the child*, (see 24: 1738), 253-270.—A case history dealing with the origin and disappearance of a phobia in a 2½ year-old girl is presented, because the direct observation of its development in a war-time nursery made a study of causative factors possible. A previously well-adjusted child learned suddenly about the differences between the sexes at a time when her mother was separated from her, and her subsequent worry about her own lack of a penis became reinforced by a series of events. The disturbance was overcome in a short time through the reassuring re-appearance of the mother and the permanent provision of a good emotional climate.—W. Gruen.

1965. Smith, James J. (New York U.) A medical approach to problem drinking, preliminary report. *Quart. J. Stud. Alcohol*, 1949, 10, 251-257.—The incipient male climacteric is suggested as a common denominator for the physical occurrence in the early

40's of the severest phase of alcoholism. Interesting is the paucity of baldness and scant body hair—and that distributed along female lines—among alcoholics. The average alcoholic brings a deficient physical constitution to life's problems.—W. L. Wilkins.

1966. Sterba, Editha. Analysis of psychogenic constipation in a two-year-old child. In Freud, A., et al., *The psychoanalytic study of the child*, (see 24: 1738), 227-252.—A case of constipation in a two-year-old as a temporary reaction to severe toilet training is presented. (See 9: 6053.)—W. Gruen.

(See also abstracts 1823, 2145)

SPEECH DISORDERS

1967. Johnson, Wendell. (U. Iowa, Iowa City.) Speech and personality. In Bryson, L., *The communication of ideas*, (see 24: 1829), 53-78.—". . . When speech is frustrated, personality is frustrated, too, whether personality be viewed as a process of self-realization or with respect to the role it plays in effective social interaction." The several speech defects are discussed with reference to stages of the communication process. Semantic disturbances due primarily to ignorance, pre-scientific orientation, identification, projection, and two-valued evaluation are related to speech defects, as such, personality, and basic problems in communication within the framework of cultural social standards.—J. C. Franklin.

1968. Roberts, W. W. (Crichton Royal, Dumfries, Scotland.) The interpretation of some disorders of speech. *J. ment. Sci.*, 1949, 95, 567-588.—The existence of a causal link between speech and handedness is proposed and discussed in relation to the handedness of defectives, according to a modified recapitulation theory, to congenital aphasia, and to early post-natal aphasia. Stammering is presumed to arise out of a bilaterality of speech centers. Motor or executive aphasia is usually dysarthric, this dysarthria arising directly from a unilateral cortical lesion in Brodmann area 4C. With or without apraxic dysarthria, this is regarded as the common essential disturbance of speech in motor aphasia. Handwriting is considered under the same theory: left-handers are facultative mirror writers. The best way to teach them to write may be to teach them mirror writing with the left hand. The center of Broca is generally assumed, but here considered an unnecessary assumption, and a theory of eupraxic control of speech criticized. 20 references.—W. L. Wilkins.

CRIME & DELINQUENCY

1969. Aichhorn, August. Some remarks on the psychic structure and social care of a certain type of female juvenile delinquents. In Freud, A., et al., *The psychoanalytic study of the child*, (see 24: 1738), 439-448.—Preliminary results on a survey of 250 delinquent girls are presented in order to formulate some hypotheses about the psychological determi-

nants of prostitution, and to suggest some measures to deal with the problem. It is shown that a specific instinctual constellation is more important in the etiology than precipitating environmental conditions. A breakdown of the groups showed 48% in the phase of psychological puberty, 7% apparently adult, and 37% comparable to pre-puberty development. This latter group presented the most difficult problems of rehabilitation and required institutional care.—W. Gruen.

1970. Archibald, Dorothy. Some services for London's difficult boys. In Eissler, K. R., *Searchlights on delinquency . . .*, (see 24: 1975), 389-423.—This study is mainly concerned with the statutory services provided to deal with difficult and delinquent boys. In consideration of the background of London children over the last 8 years, a surprisingly low proportion come before the courts and the majority of the offences are trivial. The author presents explanation of British procedure and terms in handling these boys. The treatment open to the courts is varied, although still insufficient. Probation is the most helpful and most usual treatment. The swiftest and surest prevention of delinquency is to be found in a good educational system which must provide for all the needs of the children. It is the author's view that children are the product of their environment, that their failure is the result of society's failure and therefore that the great social legislation passed in Britain since the end of the war is of immense importance for the solution of the problem.—S. Schpoont.

1971. Bender, Lauretta, & Cramer, Joseph B. Sublimation and sexual gratification in the latency period of girls. In Eissler, K. R., *Searchlights on delinquency . . .*, (see 24: 1975), 53-64.—2 delinquent girls presenting clinical pictures and mechanisms of sufficient uniformity and distinction are presented. The delinquency charges against both centered around their sexual behavior patterns. Asocial acts on the part of both included illicit sexual relations with an adolescent or adult male. The findings indicate a considerable number of girls whose earliest illicit sex experiences begin in the latency period. That their delinquency does not lead to arrest until much later indicates the possibility that many had infantile sexual patterns, expression of which did not lead to difficulty because it did not interfere with learning or school adjustment.—D. Walton.

1972. Bergman, Paul. (The Menninger Foundation, Topeka, Kans.) The objectivity of criminological science. In Eissler, K. R., *Searchlights on delinquency . . .*, (see 24: 1975), 275-283.—The subject is discussed under three different headings, corresponding to the type of approach to the topic of the criminal used by three different sciences, namely, biology, sociology, and psychology. The shortcomings, disadvantages and limitations in each respective field are discussed. The emphasis of this paper is that science should give an unbiased understanding of the phenomena concerning criminology and if it

can, say by what means morals are improved or impaired. Society should act on the basis of this knowledge: objectivity.—*J. Barron.*

1973. Bose, G. *Delinquency in India.* In *Eissler, K. R., Searchlights on delinquency . . .*, (see 24: 1975), 424-432.—The Penal Code in India does not refer to "delinquency," but uses instead the expression "juvenile offenses." No sharp line of demarcation can be drawn between juvenile criminals and adult ones. The legal, clinical and social aspects of delinquency in India are discussed herein.—*D. Halton.*

1974. Cuervo, Luis Francisco. *La delincuencia de menores; una escuela del crimen, sobre todo en Bogotá.* (Juvenile delinquency; a school for delinquents especially in Bogota.) *Criminalia, Méx.*, 1948, 14, 438-439.—Proposals are made for the combatting of juvenile delinquency. Juvenile courts should be reformed and parents educated. The author stresses particularly work on the prevention of juvenile delinquency and points to work in the United States and Argentina as worthy of imitation.—*J. H. Bunzel.*

1975. Eissler, K. R. [Ed.] *Searchlights on delinquency; new psychoanalytic studies.* New York: International Universities Press, 1949, xiii, 456 p. \$10.00.—This volume, including 34 papers, aims to offer a representative cross-section of psychoanalytic theory and treatment of delinquency. Written as a dedication to August Aichhorn, it is a comprehensive survey of the advances made in the area of delinquency. The separate papers are abstracted in this issue. Included are a biographical outline of August Aichhorn and a 28-item bibliography.—*R. D. Weitz.*

1976. Eissler, K. R. *Some problems of delinquency.* In *Eissler, K. R., Searchlights on delinquency . . .*, (see 24: 1975), 3-25.—The concept of delinquency is analyzed and clarified and its clinical and therapeutic aspects are considered. Delinquencies are genuinely and primarily alloplastic. Aggression is always directed toward the outside. The goals of the delinquent are indicated including a clinical example. It is emphasized that most psychopathology is composed of a midline of alloplastic and autoplasic symptoms. Only the autoplasic elements can be treated successfully with the usual techniques of psychoanalysis. The therapeutic problem is to try to change the proportion of the two sets of elements in favor of the autoplasic. The role of the therapist and the behavior of the delinquent is discussed.—*R. D. Weitz.*

1977. Eissler, Ruth S. *Riots; observation in a home for delinquent girls.* In *Freud, A., et al., The psychoanalytic study of the child*, (see 24: 1978), 449-460.—Riots in a home for delinquent girls were found to follow a definite psychological pattern and could be avoided with proper understanding. Participation in the riots represents "... a defense against unsublimated homosexual impulses, which were provoked in response to the insecurity and anxiety arising from feelings of rejection by a parental imago. The riots were directed against a scape-

goat who represented the unacceptable homosexual impulses of the group members, and who had to suffer the violence with which these impulses were rejected. Thus, symbolically, the scapegoat and the homosexual strivings were sacrificed to the parental imago." The riot is further discussed as an emergency defense against acute danger of panic whereby it functions as an aid to group coherence in the face of threatening disintegration.—*W. Gruen.*

1978. Eissler, Ruth S. *Scapegoats of society.* In *Eissler, K. R., Searchlights on delinquency . . .*, (see 24: 1975), 288-305.—Heredity does not inevitably destine one to become a criminal. Mature criminals are the product of internal and external psychological constellations and require many years of specific development. If the child can be induced into acting-out of asocial criminal impulses and is punished for it, he satisfies at the same time the superego demands of the parent generation and the unconscious hostile impulses of the oedipus situation and sibling rivalry. He then represents the scapegoat by whose sacrifice the rest of society hopes to attain redemption, forgiveness for their own sins and reconciliation with God in their own conscience. Society by using its criminals as scapegoats and by trying to destroy them actually stabs at its own heart.—*S. Walton.*

1979. Friedlander, Kate. *Latent delinquency and ego development.* In *Eissler, K. R., Searchlights on delinquency . . .*, (see 24: 1975), 205-215.—The derivation of what the author has called the "antisocial character formation" is found in a disturbed ego development. This character formation is identical with what Aichhorn called the state of latent delinquency and determines whether a person reacts with neurotic or delinquent behavior to inner or outer stress. Studies are presented which indicate the cause of the antisocial character formation to lie largely in the environment. We can point to the early environmental factors responsible for the faulty development underlying delinquency with even greater certainty than to those which cause neurotic disturbances.—*D. Walton.*

1980. Glover, Edward. *Outline of the investigation and treatment of delinquency in Great Britain: 1912-1948; with special reference to psychoanalytical and other psychological methods.* In *Eissler, K. R., Searchlight on delinquency . . .*, (see 24: 1975), 433-452.—The author seeks to familiarize the reader with the history of penal procedures in England, as well as the outcome of these procedures in the science of criminology. A discussion of the roles of the psychiatrist, psychoanalyst, psychologist, psychiatric social worker, etc. is presented; all are compared with the view of how each deals with the criminal, as well as the research each group is interested in. The probation movement is discussed, as well as the difficulties encountered by the probationary officer. The magistrates, and especially the judges of the higher courts, are taken to task for their short sightedness, especially in dealing with the psychological professions interested in the delinquent.—*R. D. Weitz.*

1981. Hoffer, Willie. Deceiving the deceiver. In Eissler, K. R., *Searchlights on delinquency* . . . , (see 24: 1975), 150-155.—In understanding the juvenile imposter, Aichhorn has presented 2 stepping stones: (1) he is liable to a peculiar form of transference of the narcissistic type, (2) he is highly sensitive in his ego, vulnerable, and grudging. The aim of the initial stage of treatment is the establishment of a narcissistic transference. Aichhorn's approach attempts an intrusion into the ego ideal and he unmasks it by proving its inferiority through his own superiority. Ultimately the time comes when the imposter realizes that the therapist is not really part of himself but a person—more superior—in his own right.—S. Schpoont.

1982. Lippman, Hyman S. Difficulties encountered in the psychiatric treatment of chronic juvenile delinquents. In Eissler, K. R., *Searchlights on delinquency* . . . , (see 24: 1975), 156-164.—Most of the children (observed by the author) who have been delinquent for many years are neurotic. Effective therapeutic work with such children requires that the therapist give them affection, tolerate attacks made against him, have tremendous patience and be in a position to be helpful at all times. The community must share a good deal of the responsibility for our failures in doing effective work with chronic delinquent children. Until we can be provided with the basic needs for handling the emotional factors which are an integral part of delinquency, we will be denied the opportunity of learning much that we need to know in order to solve a major social problems.—D. Walton.

1983. Pfister, Oskar. Therapy and ethics in August Aichhorn's treatment of wayward youth. In Eissler, K. R., *Searchlights on delinquency* . . . , (see 24: 1975), 35-49.—The author deals with Aichhorn's therapeutic method stating that it be kept in mind that his hygienic measures are at the same time largely ethical measures, although ethics always are maintained as a distinct entity, separable from hygiene or therapy. Also discussed herein is the concept of education for love and a comparison with the demand of Christian love, and its ethical, therapeutic and hygienic implications is indicated. Results, conclusions, and implications of Aichhorn's therapeutic method are included.—S. Schpoont.

1984. Reiwald, Paul. Non-violence and self-government in training schools and penitentiaries. In Eissler, K. R., *Searchlights on delinquency* . . . , (see 24: 1975), 369-376.—The efficacy of force and coercion is investigated in terms of obtaining a more effective and well-rounded institutional program. The doctrine of punishment is gradually being modified and a more constructive attitude toward the criminal is in the near future. Self government has proved highly effective in deleting the passive attitude which is the worst conceivable preparation for later life and it also demonstrates, more than any other measure, the determination on the part of the punishing agents to renounce affective acting-out and the use of force. Camps and institutions which are

run on the principles of non-violence and self-government provide the criminal with the treatment, training and supervision required for his return as an efficient citizen.—R. D. Weits.

1985. Rodrigues da Costa Dória, João. Delinquente infantil—câncer da sociedade. (Juvenile delinquent—the cancer of society.) *Brazil-méd* 1949, 63, 65-70.—The causes, individual and social, of juvenile delinquency and the methods of correcting juvenile delinquency (home-training, primary school training, correctional prisons, correctional schools, foster-home system, industrial school, reformatory) are reviewed. The protection of the child in Brazil and minors before the penal law are discussed. 20 references.—F. C. Sumner.

1986. Schmideberg, Melitta. The analytic treatment of major criminals: therapeutic results and technical problems. In Eissler, K. R., *Searchlights on delinquency* . . . , (see 24: 1975), 174-189.—Major criminals are described and 11 specially selected cases are compared statistically with ordinary criminals. The importance of treating patients immediately after their discharge from prison is presented. Generous and humane after-care combined with psychiatric help upon discharge should be among the first considerations in combatting criminality. A most significant aspect of treatment and one of the criteria of future adjustment is the nullification of the criminal's work inhibition. Prognosis and therapy requirements are discussed.—J. Barron.

1987. Simmel, Ernst. Incendiarism. In Eissler, K. R., *Searchlights on delinquency* . . . , (see 24: 1975), 90-101.—The crime of incendiarism can have various causes. The incendiary may be a feeble-minded or a psychotic individual. He may set fire as an act of revenge, or in order to collect the fire insurance. However, it is generally agreed that there is a particular form of incendiarism called pyromania which is pathological. A case illustration is given indicating the individual's personality and development. An investigation of the criminal acts is presented.—S. Schpoont.

1988. Sorge-Boehmke, Elisabeth. Vom Ankläger zum Helfer. (From accuser to helper.) *Int. Z. Indiv.-Psychol.*, 1948, 17, 130-135.—Several pre-adolescent girls reported to the police the objectionable and thieving behavior of a fellow-pupil. The officer succeeded in transforming the accusing attitude into a helpful interest which favorably influenced the accused, a lonely and rejected child.—C. Bever.

1989. Sterba, Editha. Delinquent mechanisms in a four-year-old girl. In Eissler, K. R., *Searchlights on delinquency* . . . , (see 24: 1975), 102-114.—This report is presented on the delinquent trends shown by a little girl at the unusually early age of 4, because they demonstrate so clearly the mechanisms which Aichhorn pointed out as characteristic of youthful delinquents. The aim of the treatment was to cure her syndrome of waywardness. The therapeutic results of this treatment illustrate the value of analytically trained social workers and suggest

the need for increasing the number of workers trained. It also points to the need for institutions where young children with symptoms of incipient delinquency could be placed whenever the home environment would make such treatment impossible.—*D. Walton.*

1990. Szurek, S. A. Some impressions from clinical experience with delinquents. In *Eissler, K. R., Searchlights on delinquency . . .*, (see 24: 1975), 115-127.—The presence or absence of some degree of parental affection and warmth in the lives of delinquents plays an important role in the therapeutic procedure. The impulsive child needs to be provided with the experiences previously denied him. Conditions involving the attachment of the child to the therapist are presented. If the relationship is continued long enough the child may be able to integrate the beginnings of a new self-respect, of a conscience or more conscience, and of more self-restraint. At the same time the basis of his egocentricity, his distrustful impulsiveness and his revengefulness may gradually be liquidated as this experience counteracts his former experiences with people. Treatment of the natural parents, when present, of an impulsive child is an imperative need. The most overt symptom of a parental personality disorder is the behavior of the child.—*R. D. Weits.*

1991. Tibout, Nelly H. C. Some remarks on the influence of Aichhorn's work on child protection in Holland. In *Eissler, K. R., Searchlights on delinquency . . .*, (see 24: 1975), 453-454.—This article serves as a short summary of the work of Aichhorn and its many ramifications. A shift in the attitude toward the delinquent in Holland has been noted, although the spirit of "retaliation" still blocks many good measures that should be taken for the delinquent. But because of Aichhorn such a spirit is now dying; examples are given of the new point of view that is being taken by workers in the field of juvenile delinquency. The author describes Aichhorn as "an inspiring, kind father" of the new methods for handling the juvenile delinquent.—*J. Barron.*

1992. Tramer, M. Welche Einsichten vermittelt uns die Behandlung rechtsbrechender Jugend? (What insight do we gain from the treatment of juvenile delinquents?) *Z. Kinder-psychiat.*, 1949, 15, 141-152.—The child or adolescent who has been apprehended for a delinquent act, meets the attorney with mistrust. The value of direct interrogation and of the child's signature is questioned. If the help of a child psychiatrist is enlisted, he is in the favorable position to act as a mediator between the child, the attorney, the administrative authorities, and the parents. Beyond tracing the delinquent act to its origin, he can assist the child in finding his way to sane and creative activity. French summary.—*R. Lassner.*

1993. Van Vorst, Robert B. Some characteristics of the population of a correctional school for juvenile delinquents. *Amer. Psychologist*, 1949, 4, 395-396.—Abstract.

1994. Zulliger, Hans. Mental hygiene of convicts in prisons. In *Eissler, K. R., Searchlights on delin-*

quency . . ., (see 24: 1975), 377-385.—This paper demonstrates the desirability of applying all available psychological means to the treatment of prisoners in order not only to protect but rather to improve their mental health. Psychologically well founded treatment of prisoners must be understood in the sense of mental hygiene with prevention of relapses as its final goal. Careful selection of the prison personnel is necessary, particularly of the wardens who are in daily or continual contact with the prisoners. The duration of a prison term should be determined less by the "gravity of the crime" than by the subjective requirements of the offender in regard to his re-education.—*J. Barron.*

PSYCHOSES

1995. Baruk, Henri. Experimental catatonia and the problem of will and personality. *J. nerv. ment. Dis.*, 1949, 110, 218-235.—Experimental research shows that catatonia has a toxic origin which results in reduced cerebral circulation. It is this cerebral anemia that in turn causes functional difficulties in the mechanisms of initiative and volition. It is possible to find certain "gearing . . . not localized but related to diffuse functioning of all the brain and organism." This represents, then, the mechanism of volition. Above this there is only the moral conscience by which is realized a synthesis of the individual and society and a direction of humanity in its general evolution.—*N. H. Pronko.*

1996. Boyd, David A., & Brown, DeWitt W. (Indiana U. Sch. Med., Indianapolis.) Electric convulsive therapy in mental disorders associated with childbearing. *J. Mo. med. Ass.*, 1948, 45, 573-579.—The successful use of electric convulsive therapy in puerperal psychoses and in psychoses arising during gestation is reported. The decision of whether or not convulsive therapy is to be instituted should be based on the total treatment needs of the patient, and the greater emphasis should be placed on the psychiatric indications rather than on the physical condition or the puerperal status, as the dangers of chronic invalidism are fully as great as the physical hazards.—*F. C. Sumner.*

1997. Daniel Audia, Ernesto. La roentgentherapie en psiquiatria. (Roentgenotherapy in psychiatry.) *Dia méd., B. Aires*, 1949, 21, 1740-1742.—The use of roentgenotherapy in mental disease, particularly in schizophrenia, melancholia, and mania is reported as having beneficial results when directed to the hypophyseal region.—*F. C. Sumner.*

1998. Fishbein, Isadore Leo. (V. A., Child Guidance Clinic, Miami Beach, Fla.) Involuntional melancholia and convulsive therapy. *Amer. J. Psychiat.*, 1949, 106, 128-135.—A comparison is made of the recovery and improvement of 61 involuntional cases discharged from the Institute of Living in the pre-shock era (1935-37), with those of 347 cases treated with convulsive therapy between 1945-47. The multiple clinical aspects of this psychosis as well as the various features of convulsive therapy itself are

discussed and reviewed within an historical framework. The conclusion is drawn that "there is material evidence to indicate that the shock treated group left the hospital in better condition." 46-item bibliography.—*I. Friedman.*

1999. Funkenstein, Daniel, (Harvard U., Cambridge, Mass.), Greenblatt, Milton; Root, Steven, & Solomon, Harry C. Psychophysiological study of mentally ill patients. Part II—Changes in the reactions to epinephrine and mecholyl after electric shock treatment. *Amer. J. Psychiat.*, 1949, 106, 116-121.—The reaction to epinephrine and mecholyl of 24 patients before and after electric shock treatment was studied. The authors offer their hypothesis from the work they have done so far which consists of 2 tables; those probably responsive to electric shock, and those probably unresponsive to electric shock. The latter consists of anxiety cases with anxiety precipitated only by epinephrine and cases with a preshock marked blood pressure response to epinephrine. The former contains cases with chills after mecholyl, anxiety cases with anxiety precipitable by mecholyl only, and cases with preshock moderate blood pressure reaction to epinephrine.—*I. Friedman.*

2000. Geleerd, Elisabeth R. The psychoanalysis of a psychotic child. In Freud, A., et al., *The psychoanalytic study of the child*, (see 24: 1738), 311-332.—The case is that of a 7½ year-old boy who received 2½ years of psychoanalysis. The first 16 months of analysis with this highly destructive and excitable youngster were characterized by chaotic sessions during which he was given help against his destructive phantasies. At the end of the incomplete analysis he relied less heavily on denial and projection, but substituted repression. He matured beyond his arrested ego development, and his psychotic behavior gave way to the picture of a neurotically disturbed latency child.—*W. Gruen.*

2001. Gemelli, Agostino. (U. Milan, Italy.) Orienting concepts in the study of affective states. Part I. *J. nerv. ment. Dis.*, 1949, 110, 198-214.—Studies of somatic aspects of affective reactions show the futility of this approach and point to the need of a functional orientation such as guided the author's study, which permits a "grasp of psychic facts in their relationships to one another and also to the organic facts." These experimental investigations are discussed in the light of a functional rather than a static, psychic framework.—*N. H. Pronko.*

2002. Jentoft, Bjarne. (Gaustad Ment. Hosp., Oslo, Norway.) Convulsive treatment in 56 tuberculous mental patients. *J. ment. Sci.*, 1949, 95, 651-654.—For 35 patients no change in pulmonary condition followed the convulsive treatment; for 9 there was improvement; for 12 aggravation of the tuberculous process, although for 9 of these last a causal connection was most unlikely. It is concluded that convulsive treatment is not contraindicated, and even that for depressed and agitated patients the treatment is desirable.—*W. L. Wilkins.*

2003. Kamm, Alfred. (Montgomery County Ment. Hyg. Assoc., Dayton, O.) Swimming as an active therapy. *Ment. Hyg. N. Y.*, 1949, 33, 417-423.—The methods and techniques for training the mental patient how to swim and to obtain the therapeutic benefits from this activity are discussed. The author points out that "The achievement of these results will depend partly on facilities and equipment, but primarily on teaching methods and on the leadership available for this work."—*M. A. Seidenfeld.*

2004. Kleinschmidt, H. J., & Miller, Jos. S. A. On early diagnosis of schizophrenia. *Acta med. orient., Jerusalem*, 1949, 8, 65-80.—Cases are presented which show that only a careful study and follow-up can make for a reliable differential diagnosis between neurosis and schizophrenia. Anamnesis, one or two interviews, the existence of pre-morbid personality, intuition (empathy) on the part of the diagnostician are not sufficient to arrive at a correct diagnosis of schizophrenia. The earlier the study and follow-up are begun, the better will be the diagnosis.—*F. C. Sumner.*

2005. Malzberg, Benjamin. (New York State Dept. Mental Hygiene, Albany, N. Y.) A statistical study of psychoses due to drugs or other exogenous poisons. *Amer. J. Psychiat.*, 1949, 106, 99-106.—The statistics of first admissions with drug psychoses to the New York civil state hospitals since 1909 are presented and analyzed. These statistics show that drug psychosis represents only .02% of all first admissions with females having a higher frequency. Opium or its derivatives formed the largest single category causing this psychosis. Other data regarding marital status, degree of education, and quota of first admissions among negroes and whites are outlined.—*I. Friedman.*

2006. Pious, William L. (Menninger Foundation, Topeka, Kans.) The pathogenic process in schizophrenia. *Bull. Menninger Clin.*, 1949, 13, 152-159.—"The capacity to tolerate frustration depends . . . on the existence of a fairly intact superego organization. . . . In schizophrenics there has been a defect in the development of the containing power of the superego. The reaction to an instinctual defusion is an instantaneous flooding of the psychic structure with mortido. . . . The libido leaves its attachments in the ego-organization to enter an elemental struggle for the life of the individual. . . . If there is no help available, the restoration may take place at lower and lower levels of ego-organization."—*W. A. Varvel.*

2007. Rees, Linford. Electronarcosis in the treatment of schizophrenia. *J. ment. Sci.*, 1949, 95, 625-637.—Electronarcosis is compared with deep insulin and electroconvulsive therapy for a total group of 160 patients. Assessment of results was made through tests and a seven-point rating scale. Piotrowski's criteria for forecasting therapeutic outcomes through analysis of Rorschach responses were invalid for these groups. Electronarcosis and ECT are shown to be less effective than deep insulin therapy, which while much better than routine hospital care, cannot

be considered specific for schizophrenia.—W. L. Wilkins.

2008. Rosenfeld, Herbert. Analysis of a schizophrenic state with depersonalization. *Int. J. Psycho-Anal.*, 1947, 28, 130-139.—Observations are given on schizoid symptomatology and some of the schizoid mechanisms encountered in the course of treating a woman 29 years old. A definite relationship is found between the schizoid process and depersonalization. It is suggested that the difference between the 2 clinical states is quantitative only. 27-item bibliography.—L. N. Mendes.

2009. Sackler, A. M., Sackler, M. D., Sackler, R. R., & Van Ophuijsen, J. H. W. (*Creedmoor State Hosp., New York.*) Nonconvulsive biochemotherapy with histamine and electric convulsive therapy; a comparative study on hospitalized psychotics with a control ECT series. *J. nerv. ment. Dis.*, 1949, 110, 185-197.—25 histamine-refractive patients administered ECT showed superiority as regards improvement and convalescence in comparison with a control series receiving ECT only. Age of patient had no effect on therapy. Confusion and memory defects following ECT were not observed after nonconvulsive histamine biochemotherapy. Histamine treatment prior to ECT required fewer ECT treatments to achieve convalescent status. No complications were noted in their group. Certain conclusions for therapy are made.—N. H. Pronko.

2010. Scott, W. Clifford M. On the intense affects encountered in treating a severe manic-depressive disorder. *Int. J. Psycho-Anal.*, 1947, 28, 139-145.—The views of Klein (see 9: 5162), that the depressive position is fundamentally associated with anxieties regarding the destruction of whole good introjected objects which are identified with the ego are related to conclusions drawn from treating manic-depressive states, especially those of a woman 20 years old. Interpretation of writing and drawing is discussed. New developments in the technique of psychoanalysis enable the understanding and relief of even severe psychoses to a greater extent than has previously been considered possible.—L. N. Mendes.

2011. Turnbull, Frank, & Davidson, Allan. (*Provincial Mental Hosp., Essondale, British Columbia.*) Experience with leucotomy at the Provincial Mental Hospital, British Columbia. *Canad. med. Ass. J.*, 1949, 60, 130-133.—Of 100 patients treated by leucotomy 79 were schizophrenes. 32 have been markedly benefited; 50 have shown varying degrees of improvement in their symptomatology; 31 were discharged from hospital since operation and have remained out. Excellent results have been obtained in psychoneurotics and involutional melancholics subjected to the operation. Successful results depend in large part on selection of suitable cases, on a careful and thorough operative procedure, and on intensive treatment in the post-operative rehabilitation period.—F. C. Sumner.

(See also abstracts 1764, 2044)

PSYCHONEUROSES

2012. Bergler, Edmund. The basic neurosis; oral regression and psychic masochism. New York: Grune & Stratton, 1949, xiii, 353 p. \$5.00.—While not denying the clinical existence of neuroses, the writer presents the thesis that "there is only one basic neurosis and that neurosis is oral in genesis. All other nosologic groups, based on anal and phallic regression, are but rescue stations from the oral 'danger.'" All types of neuroses are believed to be reducible to one common denominator: unconscious psychic masochistic attachment to the earliest image of the pre-oedipal mother. "Every neurotic fear pertains exclusively to repressed psychic masochism." A 9 point basis for every neurosis is described and 27 clinical pictures of orally regressed patients are presented. Differential diagnosis, techniques of treatment, prognosis, and specific resistances in oral neuroses are discussed with the aid of clinical data. "Prognosis in orally regressed cases is excellent," but "1½ to 2½ years of regular treatment, at least 3 full appointments per week, are unavoidable."—H. P. David.

2013. DuBois, Franklin S. (*Silver Hill Foundation, New Canaan, Conn.*) Compulsion neurosis with cachexia (anorexia nervosa). *Amer. J. Psychiat.*, 1949, 106, 107-115.—The author describes 10 cases collectively and from the formulation drawn demonstrates his hypothesis that anorexia nervosa is a compulsion neurosis, with cachexia as a leading symptom. The following conclusions are reached: (1) constitutional defect probably predisposes the illness which becomes manifest at puberty or shortly thereafter because of severe psychological conflicts centering in the family constellation, (2) the basic difficulty apparently lines in the sphere of interpersonal relationships, (3) prognosis is reasonably good, but the tendency to relapse is great. The point is made that "psychological therapy is the main form of treatment but it must be correlated with adequate physical measures, if satisfactory results are to be achieved." 36-item bibliography.—I. Friedman.

2014. Ingham, Harrington V. (*U. California, Los Angeles.*) A statistical study of family relationships in psychoneurosis. *Amer. J. Psychiat.*, 1949, 106, 91-98.—This investigation sought to determine the frequency and significance of occurrence of unfavorable circumstances in family history as an etiological factor in psychoneurosis. The subjects were 138 psychoneurotic students. A control group was carefully selected from the student body, and given a questionnaire about their background to fill out. The results indicated that intrafamily conflict and mental illness in some member of the family group are important concomitants of neurosis; while death, prolonged physical illness or foreign birth of parents, sibling favoritism and lack of siblings are found no more often in the neurotics than in the control group.—I. Friedman.

2015. Lindner, Robert M. On the etiology of "shared" neuroses: remarks in extension of a Freudian observation. *Bull. Menninger Clin.*, 1949,

13, 176-184.—The author reports a brother-sister pair in which the appearance of obsessional neurosis in the male and hysteria in the female was related to repression involving a mutually shared sexual adventure of childhood. The difference in neurosis "may find an answer in the level of fixation to which the children became bound by these events and experiences, and the different phases in which instinctual life became mired down."—W. A. Varvel.

2016. Pollak, F. (*Lady Chichester Hosp., Hove, Eng.*) On the psychopathology of impulsive wandering. *J. nerv. ment. Dis.*, 1949, 110, 215-217.—An unusual case of impulsive wandering is presented, which is characterized by occurring every day without exception for 6 years. This behavior is believed to be "a neurotic reaction which often represents defenses against aggressiveness toward other people or perhaps even toward oneself."—N. H. Pronko.

2017. Zulliger, Hans. Tiefenpsychologische Ergebnisse eines Rorschach-un-Behn-Tests bei einem 15½ jährigen Mädchen. (Depth psychological results of a Rorschach and a Behn Test with a 15½ year old girl.) *Z. Kinderpsychiat.*, 1949, 15, 157-165.—After a brief account of the girl's anamnesis her test protocols are presented, followed by their interpretation. The conclusion was reached that the young girl presented a "developmental neurosis" from which she could hardly recover without treatment. Psychotherapy was indicated to help her discover the basis of her guilt feelings and aggression. The subsequent treatment confirmed the conclusions from the test interpretation. Not all Rorschach protocols yield such important results. This study has shown the value of utilizing the two parallel series of inkblots (the classic Rorschach and the Rorschach-Behn). French summary.—R. Lassner.

PSYCHOSOMATICS

2018. Bettelheim, Bruno, & Sylvester, Emmy. (*U. Chicago, Ill.*) Physical symptoms in emotionally disturbed children. In Freud, A., et al., *The psychoanalytic study of the child*, (see 24: 1738), 353-368.—The purpose of this paper is to show that "... the appearance and disappearance of physical symptoms in emotionally distributed children represent characteristic steps in the integrative process of their emotional readjustment." The authors conclude that "... in children, the origin, persistence and dissolution of somatic symptoms result from the integrative tasks to be mastered at the moment." Also somatic symptoms proved unrelated to definite personality patterns or specific conflicts, but were related to the child's state of psycho-biological maturity, the suitability of the organ, and the attitude of the parent figure towards the specific somatic expression.—W. Gruen.

2019. Campagnoli, Mario. Emoción y nutrición; sobre al importancia de tener en cuenta los factores psíquicos en los enfermos de la nutrición. (Emotion and nutrition; on the importance of taking into account the psychic factors in nutrition-patients.) *Día méd., B. Aires*, 1949, 21, 1642-1645.—The

regimentation of dietary patients should not leave out of account the psychological aspects of nutrition. Food has another function than the chemical. It must be psychologically satisfying in the matter of variety, preparation, distribution of meals, and service.—F. C. Sumner.

2020. Crank, H. Harlan. Some problems of therapy in psychosomatic disease. *J. Iowa St. med. Soc.*, 1948, 38, 51-54.—Psychiatric study and treatment of psychosomatic patients is frequently made difficult because of resisting attitudes that such patients have to accepting the possibility of a psychogenic element in their condition. The therapist may aggravate this circumstance by inept handling of the problems.—F. C. Sumner.

2021. Fest, Beverly, & Seward, Georgene H. (*U. Southern California, Los Angeles.*) A further analysis of personality in spastic colitis patients. *Amer. Psychologist*, 1949, 4, 387-388.—Abstract.

2022. Krapf, Eduardo E. Problemas de la medicina psicósomática. (Problems of psychosomatic medicine.) *Prensa méd. argent.*, 1948, 35, 1713-1719.—With psychosomatic medicine only in its beginnings, naturally some problems need further clarification. Among such problems attention is called to: (1) the mind-body problem; (2) the role of constitution; (3) organ choice.—F. C. Sumner.

2023. Mas de Ayala, Isidor. Las sobrecargas funcionales psicógenas en las afecciones orgánicas. (Functional psychogenic surcharges in organic affections.) *Día méd., B. Aires*, 1949, 21, 1778-1781.—The tendency of an organic ailment to persist after adequate physical treatment or to spill over to neighboring areas is shown in two cases to have possible psychic origin in emotional conflict. The emotional conflict must be psychotherapeutically resolved before the disturbance can be relieved in its entirety.—F. C. Sumner.

2024. Pichon-Rivière, Enrique J. Conceptos básicos en medicina psicósomática. (Basic concepts in psychosomatic medicine.) *Prensa méd. argent.*, 1948, 35, 1719-1723.—The following basic concepts in psychosomatic medicine are elucidated: phenomena of conversion; pathogenic conflicts; clinical entities; organ choice.—F. C. Sumner.

2025. Rapaport, Yonnel. L'état mental des hyperfolliculiniques. (The mental state of women with hypersecretion of Graafian follicles.) *Bull. méd., Paris*, 1948, 62, 1-4.—The Rorschach responses of a 32 year old, unmarried woman artist presenting a clinical picture of hyperfolliculinism are presented and analyzed in detail.—F. C. Sumner.

2026. Rascovsky, Arnaldo. Notas sobre la psicogénesis de la obesidad. (Notes on the psychogenesis of obesity.) *Prensa méd. argent.*, 1948, 35, 1735-1739.—The family environment of the obese child is characterized by an over-protecting and domineering mother who stimulates in an exaggerated fashion the relation of dependence of the child. The family environment favors and excites the oral activity of the child and simultaneously limits his possi-

bilities of liberation and action on more evolved planes. He is withheld from extrafamilial activity, especially as referring to competition with children of his own age and social condition. In 135 obese children 97.4% were only male child with or without sisters or the oldest or youngest child. Oral intake of these children far exceeds the energy output resulting in an obese person.—F. C. Sumner

2027. Rodriguez Barrios, Raul. Los factores psicquicos en la esfera ocular. (Psychic factors in the ocular sphere.) *Dia méd., B. Aires*, 1949, 21, 2059-2064.—Psychic alterations in the ocular sphere may be divided into (1) ocular symptoms of conversion hysteria; (2) vegetative neurosis; (3) psychic repercussions of ocular affections such as manifest deformity in strabismus leading to pathological compensations in vision.—F. C. Sumner.

2028. Sperling, Melitta. (Jewish Hosp., Brooklyn, N. Y.) Analysis of a case of recurrent ulcer of the leg. In Freud, A., et al., *The psychoanalytic study of the child*, (see 24: 1738), 391-408.—3 years of analysis with a 7½ year-old girl revealed a unique readiness to react with specific physical symptoms to specific emotional stimuli. Since temper outbursts were not tolerated by the mother, the patient had to repress her sadistic impulses and convert them into somatic expression. Thus unresolved and unexpressed rage against her mother or younger brother resulted in a string of somatic disorders, including ulcerative colitis, recurrent ulcer of the leg, bouts of increased temperature, and infections of wounds. 25 references.—W. Gruen.

2029. Stormont, Charlyne Townsend. Personality and heart disease. *Amer. Psychologist*, 1949, 4, 396.—Abstract.

2030. Walker, John L. (Mt. Vernon (N. Y.) Public Schs.) Some personality characteristics noted among tuberculosis patients, with implications for a counselor. *Ment. Hyg., N. Y.*, 1949, 33, 453-456.—Walker reports certain characteristics of tuberculous subjects. "Many of them seem to be (1) sensitive to 'slights' . . . ; (2) overly dependent . . . ; (3) extremely critical of fellow patients, of hospital administration . . . ; (4) apt to be egotistical and selfish." He points out the environmental factors which contribute to the production of these characteristics. In conclusion he also stresses the part that counselors can play in helping the patient gain some measure of security, reassurance and motivation through proper orientation.—M. A. Seidenfeld.

2031. Wong, Wayne W. Personality patterns in ocular discomfort. *Arch. Ophthalm., Chicago*, 1949, 42, 443-450.—"Persons with ocular discomfort of nonorganic nature have personality characteristics of a definite pattern. Relief of their symptoms consists in helping them to understand their emotional background and directing their energies into less conflicting channels."—S. Ross.

(See also abstract 2002)

CLINICAL NEUROLOGY

2032. Allen, Arnold., & Forster, Francis M. (Jefferson Med. Coll., Philadelphia, Pa.) Wave and spike discharges in the EEG. *Amer. J. Psychiat.*, 1949, 106, 122-127.—The various components of wave and spike discharges of the EEG in the 3-per-second range were examined further by the authors. 200 consecutive electroencephalograph records of this type were used. Contrary to universally accepted criterion the authors in their discussion emphasize that "the 3-per-second wave and spike is pathognomonic of petit mal epilepsy only when the tracing is obtained simultaneously with a clinical petit mal seizure." It is noted that 70% of these records showed a basic rhythm in the normal range. In addition, the wave and spike formation occur most frequently during hyperventilation, with a surprisingly high number of wave and spike formation occurring after the age of 30 years. 12 references.—I. Friedman.

2033. Bender, Lauretta. (Bellevue Hosp., New York.) Psychological problems of children with organic brain disease. *Amer. J. Orthopsychiat.*, 1949, 19, 404-415.—Behavior problems of children with organic brain disorders can usually be explained by social and emotional problems in the life situation. Some children with acute traumatic or encephalitic disturbances who were cherished in adequate homes showed no subsequent behavior disorders. Psychological problems arise due to frustration from poor relationship with reality; anxiety is basic to physiological disorganization and secondary to frustration and difficulties in relationship. The answer is to give mothering support to the organism from the earliest period and as long as needed, to avoid isolating experiences, and to give specific aids for specific disabilities which will increase the patterning in motility, perceptual fields, or personal relationship, as indicated.—R. E. Perl.

2034. Donovan, J. F., Galbraith, A. J., & Jackson, Harvey. (Hurstwood Park Hosp., Sussex, Eng.) Some observations on leucotomy and investigations by pneumoencephalography. *J. ment. Sci.*, 1949, 95, 655-666.—In 19 patients examined before leucotomy all showed on pneumoencephalograms abnormalities, with the most severe being found in those ill longest. Clinical aspects of 80 cases are discussed.—W. L. Wilkins.

2035. Feuillet, C., & Collin, J. Le syndrome de lobotomie préfrontale. (The syndrome of prefrontal lobotomy.) *Bull. méd., Paris*, 1948, 62, 365-369.—Neurological and mental manifestations following lobotomy are discussed. Post-operative mentality is centered on the present and is objective. The psychotherapeutic action of lobotomy is discussed in theory and the authors are inclined to a thesis that the psychopathologic structure undergoes an initial dissolution, the elements of which later are re-integrated.—F. C. Sumner.

2036. Hardman, James. First impressions on topectomy. *Dig. Neurol. Psychiat.*, 1949, 17, 512.—Abstract.

2037. Jéquier, Michel, & Bovet, Lucien. Deux cas anatomo-cliniques de démence infantile. (Two anatomic-clinical cases of infantile dementia). *Z. Kinderpsychiat.*, 1949, 15, 141-172.—Although organic cerebral changes in the 2 cases had obviously taken place, which had produced grave psychic symptoms, they nevertheless remained undistinguishable by ordinary post-mortem investigation. An attempt is made to explain the paradox of intact intelligence with considerable cerebral changes in a case of hydrocephalus, and the devastating mental decline in these 2 cases with invisible cerebral changes. The hypothesis is advanced according to which the age at which the brain lesion occurs is of importance. If certain cerebral traumas occur early enough, relatively intact regions will in time take over vicariously certain functions. On the other hand, if a more aged brain is affected, whose functions are intimately linked with its topography, irreparable damage is done.—R. Lassner.

2038. Kirman, Brian H. (Fountain Hosp., Tooting, London, Eng.) Porencephaly and cerebral abscess simulating internal hydrocephalus. *J. ment. Sci.*, 1949, 95, 709-715.—A single case is described to illustrate the importance of environmental factors.—W. L. Wilkins.

2039. Klein, R., & Early, D. F. (Bristol Ment. Hosp., Eng.) Observations in electrically-produced epileptic convulsions. Part III: The post-convulsive decerebrate state. *J. ment. Sci.*, 1949, 95, 638-650.—Description and discussion of the action of various reflexes and of muscles in the post-convulsive state, with specific observations on 6 patients with lesions of the central nervous system. No other state gives such opportunity for analysis of decerebration. 40 references.—W. L. Wilkins.

2040. Lennox, William G. (Children's Medical Center, Boston, Mass.) Psychiatry, psychology and seizures. *Amer. J. Orthopsychiat.*, 1949, 19, 432-446.—Genetic epilepsy is a problem of neurophysiology and not of psychology. Electroencephalography and drug therapy have dispersed the Freudian conception of epilepsy. Emotions can precipitate or aggravate, but not originate epileptic seizures. Interrelationships of emotions and epilepsy are hysteria, hysteroepilepsy, and epilepsy precipitated or followed by emotion. Only a minority of epileptics are mentally inadequate and this inadequacy when present may be due to heredity, acquired brain damage, seizures or cerebral dysrhythmia, oversedation or social mistreatment.—R. E. Perl.

2041. Merritt, H. Houston. Physiological aspects of epilepsy. *J. nerv. ment. Dis.*, 1949, 110, 253-254.—Abstract.

2042. Phelps, Winthrop M. Cerebral palsy. *J. Iowa St. med. Soc.*, 1948, 38, 509-512.—Of the 7 per 100,000 population cerebral palsied infants born each year 1 dies in infancy, 2 are mentally defective, 1 is very severely physically handicapped, 1 needs little attention, and the remaining 2 are handicapped to a degree which requires treatment and special educa-

tional attention. Treatment methods include: physiotherapy, occupational therapy, and speech therapy to train in habitual motor activities; use of braces to allow walking; use of drugs; and orthopedic surgery.—F. C. Sumner.

2043. Schick, Alfred. Psychosomatic aspects of genuine epilepsy. *J. nerv. ment. Dis.*, 1949, 110, 252.—Abstract.

2044. Silverman, Maurice. (Military Hosp., Singapore.) Paranoid reaction during the phase of recovery from subarachnoid haemorrhage. *J. ment. Sci.*, 1949, 95, 706-708.—Description of a single case with marked paranoid features and complete recovery with no residual paranoid symptoms.—W. L. Wilkins.

(See also abstracts 1588, 1901)

PHYSICALLY HANDICAPPED

2045. Cruickshank, William M., & Dolphin, Jane E. (Syracuse U., N. Y.) A study of the emotional needs of crippled children. *J. educ. Psychol.*, 1949, 40, 295-305.—Rath's Self Portrait-N Test was administered to 87 children with orthopedic or neurological defects. There were no statistically significant differences in scores of boys and girls, but there was a somewhat higher need to achieve on the part of the boys. The group as a whole showed that the need to share in decision-making and the need for love and affection were "overmet." Those with cerebral palsy and poliomyelitis had more feelings of fear than those with cardiac conditions. Some differences in needs at different ages were noted, between grades IV and —XII.—E. B. Mallory.

2046. Geist, Harold. (Stanford U., California.) Motor dexterity of amputees. *Amer. Psychologist*, 1949, 4, 393.—Abstract.

(See also abstract 1643)

EDUCATIONAL PSYCHOLOGY

2047. American Council on Education. Education for the preservation of democracy; a report of the Thirteenth Educational Conference, New York City, October 28 and 29, 1948. *Amer. Counc. Educ. Stud.*, 1949, 13, No. 35, vi, 112 p.—A summary of the thirteenth annual conference sponsored by the Educational Records Bureau and the American Council on Education. The central theme of the conference was "education for the preservation of democracy." Papers of psychological interest are abstracted separately. (see nos. 2052, 2053, 2055, 2056, 2061, 2064, 2070, 2096.)—M. A. Seidenfeld.

2048. Blair, Glenn M. (U. Illinois, Urbana.) The content of educational psychology. *J. educ. Psychol.*, 1949, 40, 267-274.—A review of several studies published between 1927 and 1949 indicates notable differences in the content of textbooks on educational psychology. Such texts overlap considerably with those on general psychology and child psychology. Four broad areas are usually included:

growth and development, learning, adjustment, and evaluation. Textbooks in educational psychology should illustrate the application of principles of general and child psychology in the work of the teacher.—E. B. Mallory.

2049. Bruce, William F. (*State Teachers Coll., Oneonta, N. Y.*) The relations of educational psychology with general psychology. *J. educ. Psychol.*, 1949, 40, 261-266.—Closer cooperation and communication are needed between the teachers of general psychology, educational psychology, and education. Curricular revisions are necessary to bring general and educational psychology courses to the point where they will supplement each other. Educational psychology may be a middle-point of transition between systematic psychology and education in the schools.—E. B. Mallory.

2050. Freeman, Frank S. (*Cornell U., Ithaca, N. Y.*) The need to define and re-orient educational psychology. *J. educ. Psychol.*, 1949, 40, 257-260.—One of the special committees organized by the Executive Committee of the National Society of College Teachers of Education was delegated to consider the optimal aim, scope and content for courses in educational psychology. Such courses now vary more than they should. Questions are raised as to subjects to be included and locus of emphasis. The committee plans to define the emphases, areas, and content which they believe desirable for a course in Educational Psychology. The members will welcome comments, criticisms and suggestions from teachers in this and related fields.—E. B. Mallory.

2051. Ivy, A. C., & Ross, Irwin. (*U. Illinois, Urbana.*) Religion and race: barriers to college? *Publ. Affairs Pamphl.*, 1949, No. 153, 32 p.—Based upon impartial studies made by the American Council on Education and a number of state agencies, evidence is submitted that the Catholic and Jewish students face serious obstacles in obtaining admission to colleges of their choice. In a national sample obtained for the ACE of 10,000 high school seniors "only 56 per cent of the Jewish applications were accepted as compared with 67 per cent of the Catholic and 77 per cent of the Protestant applications." Other factors such as sex, intellectual attainment and race are recognized as influencing admissions. Methods of overcoming such discriminative practices are listed and discussed briefly. 12 references.—M. A. Seidenfeld.

2052. McIntosh, Millicent Carey. (*Barnard Coll., New York.*) The education of women in the modern world. *Amer. Coun. Educ. Stud.*, 1949, 13(35), 77-80.—Emphasizing the role the college is to play in the education of women, McIntosh states, "... the key to the whole matter lies in establishing a climate of opinion in school or college whereby teachers and administrators face directly the lives women actually lead, and give to students a realistic understanding of the role they will have when they graduate. This understanding is not given by subject matter except in some specialized courses; it is conveyed by attitudes and example, by the personal philosophy of the

members of the faculty." She further emphasizes the need for, "a willingness to put aside tradition, no matter how cherished; to analyze with freedom the problems of our society; and to dedicate ourselves to their solution."—M. A. Seidenfeld.

2053. Traxler, Arthur E. (*Educational Records Bureau, Washington, D. C.*) Thirteenth Educational Conference: a review. *Amer. Coun. Educ. Stud.*, 1949, 13(35), 1-8.—The core of the thinking is summarized by Traxler's statement "... the strength of a democracy lies in the optimum development and adjustment of the individual and in the open, free exchange of ideas, not only within the nation, but also with all the peoples of the world."—M. A. Seidenfeld.

(See also abstract 2084)

SCHOOL LEARNING

2054. Beck, Lester F. (*U. Oregon, Eugene.*) Sex education for six-year-olds. *Amer. Psychologist*, 1949, 4, 392.—Abstract.

2055. Courtney, Paul Douglas. (*Ohio State U., Columbus.*) Personality and learning. *Amer. Coun. Educ. Stud.*, 1949, 13(35), 86-87.—Discussing briefly the fears that the teacher may have of measures of personality, the author indicates the close relationship between the learning process and personality problems in the hope that this recognition will lead to "the conceptual foundation for research into all the learning problems of our society."—M. A. Seidenfeld.

2056. Gallagher, J. Roswell. Personality and learning. *Amer. Coun. Educ. Stud.*, 1949, 13(35), 88-89.—Summarizing a physician's point of view, Gallagher points out that "personality and learning cannot be kept apart." He emphasizes that teachers can learn much about their pupils' personalities without the use of tests and that such observations are often of greater value than test data since they lay less stress on the abnormalities and deviations in behavior and more upon the ordinary conduct of the individual which is well within acceptable limits. The importance of these normal attributes is stressed.—M. A. Seidenfeld.

2057. Glock, M. D. (*Michigan State Coll., East Lansing.*) The effect upon eye-movements and reading rate at the college level of three methods of training. *J. educ. Psychol.*, 1949, 40, 93-106.—Three methods of training were used for college freshmen who scored near or below the 25th percentile on Blommer's Rate of Reading Comprehension Test. These methods were the Harvard Films, an Experimental Film presenting the text of the Harvard Films serially two lines at a time, and the reading of the same text from twelve-point type in booklet form under instructions to read as rapidly as possible with meaning. Criteria of improvement were pre- and post-training scores on nine standardized reading sub-tests and eye-movement records made with the Ophthalm-o-graph. Improvements in eye-movement, rate and comprehension were

found for groups trained by any of the three methods.—E. B. Mallory.

2058. Gough, Harrison G. (U. Minnesota, Minneapolis.) Factors relating to the academic achievement of high-school students. *J. educ. Psychol.*, 1949, 40, 65-78.—The author reviews a number of studies on the relationship between academic achievement and personality test scores. He reports a new study in which low and high achievers in high school were given the Minnesota Multiphasic Personality Inventory and other tests. Achievement was not found to correlate with any of the standard MMPI scales, but item analysis showed 34 items differentiating the high and low achieving groups. Using these items as a scale, the scores correlated .43 with honor point ratio, in the school where the basic study was made. This scale did not correlate significantly with college achievement. 20 references.—E. B. Mallory.

2059. Harris, Marcille H. (U. Oregon, Eugene.) The development of a classroom film on venereal disease. *Amer. Psychologist*, 1949, 4, 391.—Abstract.

2060. Henig, Max S. (Robert Treat Junior High Sch., Newark, N. J.) Predictive value of a reading-readiness test and of teachers' forecasts. *Elem. Sch. J.*, 1949, 50, 41-46.—98 beginning first-grade children were ranked by their teachers as to their relative likelihood to succeed in learning to read, following which the Lee-Clark Reading-Readiness test was administered. Substantial agreement between the two was indicated by a contingency coefficient of .60. Distributions for both measures differed significantly from the normal curve. Comparisons of these forecasts with school marks in reading at the end of the year gave contingency coefficients of .55 and .59 respectively for the readiness test and teachers' predictions, indicating substantial success in prediction of reading achievement for both.—G. H. Johnson.

2061. Hildreth, Gertrude. (Brooklyn Coll., New York.) Personality traits and learning at school. *Amer. Coun. Educ. Stud.*, 1949, 13(35), 90-92.—Because there are deficiencies in the home training and orientation of children it is increasingly important for teachers in the primary grades to be alert to the "many sided growth needs of their pupils." As Hildreth points out "... the teacher has a rare opportunity to influence the development of wholesome personality traits in her pupils and to direct child behavior in a constructive way, supplementing home training or even compensating in some measure for unfavorable influences and poor training." She concludes that, "the closer the *rapprochement* between home and school, the more successful the entire training program will be."—M. A. Seidenfeld.

2062. Kahn, Harris, & Singer, Erwin. (New York U.) An investigation of some of the factors related to success or failure of school of commerce students. *J. educ. Psychol.*, 1949, 40, 107-117.—A group of superior students and a group of academically unsuccessful students were compared on the basis of interviews and a battery of ability and personality tests. Mean Wechsler IQ's and ACE

medians differed for the two groups, but overlapping of distributions indicated the inadequacy of these ability scores for individual prognosis. Judgments of "adequate adjustment" on the basis of the Rorschach test showed no relationship with school success, but some distinctions were found on means of the Minnesota Multiphasic Personality Inventory scores and the Autokinetic test yielded a bi-serial correlation of 0.86 with academic work. Interview data differed little for the two groups.—E. B. Mallory.

2063. Krathwohl, William C. (Illinois Institute of Technology, Chicago.) Effects of industrious and indolent work habits on grade prediction in college mathematics. *J. educ. Res.*, 1949, 43, 32-40.—Students were given a mathematics aptitude test and a mathematics achievement test. Derived scores were computed locally having a mean of 20 and a standard deviation of 4. Each student was then given an index of industriousness which was his derived score on the mathematics achievement test minus his derived score on the mathematics aptitude test. Grades in college algebra were correlated with indexes of industriousness for each mathematics aptitude score. These correlations were positive, and most were large enough to be significant. Achievement as measured by grades is more affected by industriousness in the abler students than in the less able. Achievement can also be more accurately predicted on the basis of industriousness for the industrious than for the indolent.—M. Murphy.

2064. McCarthy, Dorothea. (Fordham U., New York.) Personality and learning. *Amer. Coun. Educ. Stud.*, 1949, 13(35), 93-96.—"The type of personality adjustment a child makes and the quality of his interpersonal relations in early childhood are important determiners of what he learns, of how quickly he learns, and how effectively he retains." She believes that a child experiencing an easy adjustment situation in his early life is likely to become a better learner than a child constantly subjected to the frustrating and fear-producing experiences which lead him to withdraw or become aggressive in order to find ego-satisfaction. Emotional insecurity is the basic cause of most educational disabilities and learning failures which are not due to mental defect.—M. A. Seidenfeld.

2065. Mayfarth, Frances [Ed.] This is reading. Washington, D. C.: Association for Childhood Education International, 1949. 40 p. 75¢.—This pamphlet consists of a series of short, non-technical articles on reading. Included are papers: Elizabeth Neterer, What is reading?; W. C. Olson, When should children learn to read?; Mabel F. Altstetter, How do children learn to read?; Mary Harbage, Adjusting a reading program to the needs of six-year-olds; and Leland B. Jacobs, Let's keep on reading.—M. A. Tinker.

2066. Murray, John E. (Fordham U., New York.) An analysis of geometric ability. *J. educ. Psychol.*, 1949, 40, 118-124.—A multiple correlation treatment of the scores of 255 high school boys

showed that spatial ability, as measured by the Minnesota Paper Form Board and reasoning, as measured by the Chicago Test of Primary Mental Abilities, contributed less toward success in geometry than did numerical or verbal ability as measured by the Modified Alpha Examination, Form 9. These results do not support the popular conception that ability in spatial relations is a large component of ability in the theoretical aspects of geometry.—E. B. Mallory.

2067. Robinson, Helen M. (U. Chicago, Ill.) The challenge to schools in identifying and providing for poor readers. *Elem. Sch. J.*, 1949, 50, 15-19.—The problem of poor readers is inadequately handled, either by reading clinics, because of limited facilities, or by members of allied professions, inexperienced in teaching reading. The schools must identify poor readers and care for their educational needs through a program involving recognition, diagnosis and help in classroom. Adequate training of teachers in problems of reading, both in-service and in teacher-training centers, is regarded as the most hopeful solution. Reading clinics would then be reserved for seriously retarded children with whom the above program proved ineffective.—G. H. Johnson.

2068. Semmelmeier, Madeline. Extensional methods in dealing with abstractions in reading. *Elem. Sch. J.*, 1949, 50, 28-36.—Teaching of definitions, abstractions, and general principles should follow firsthand experience with the facts or realities to which they refer. Otherwise, children will be unable to put meaning into reading. Methods used to develop an understanding of arithmetic concepts in an eighth-grade class are described. Pupils' experiential backgrounds were explored, and problem situations in such experience discussed. Operational definitions and simple generalizations were formulated and applied to real-life situations, including the solution of problems in the environment of the pupils. Pictorial illustration was used as an aid to interpretation. Evaluation of the process revealed increased competence in dealing with quantitative factors in real-life situations. 21 references.—G. H. Johnson.

2069. Shearer, Elga M., & Fannin, Lois. Reading for the bright child. *Libr. J.*, 1949, 74, 1289-1291.—A special reading program was established cooperatively between the library and classroom for an experimental group of 5th- and 6th-grade children whose tested reading ability was equal or superior to that of typical 7th-grade pupils. "After the program of special instruction had been in operation for some time" 43 pairs of 5th-grade children and 107 pairs of 6th-grade children matched for C.A., I.Q., social background, and sex were compared on test score improvement. On all tests the experimental groups showed significant score increases. On the various tests, the experimental members of the pairs made greater gains than the control member in from 37 to 73%.—C. M. Louttit.

2070. Spache, George. The learner's concept of self. *Amer. Coun. Educ. Stud.*, 1949, 13(35), 97-99.—Emphasizing that all of the modern therapeutic

methods for dealing with learning difficulties are based on the age-old problem of helping the learner to express his personality in a constructive, self-satisfying manner, Spache urges that the teacher and clinician devote their efforts to methods which facilitate this maturation of self-concept and help it to be more consistent and integrated.—M. A. Seidenfeld.

2071. Sumner, F. C. (Howard U., Washington, D. C.) The relation of grades in German reading vocabulary to the method of testing. *Mod. Language J.*, 1949, 33, 238-240.—The German reading vocabulary of 17 graduate students in psychology was measured by 5 different methods including recognition and reproduction tests. The difference in mean scores was statistically significant between any two of the 5 methods of testing. Results indicate (1) that grades in German reading vocabulary depend largely upon the method of testing; (2) recognition methods yield significantly higher grades than do reproduction methods.—F. C. Sumner.

2072. Weimer, B. R. (Bethany College, Bethany, W. Va.) Some testing procedures in the biological sciences. *Turtlox News*, 1949, 27, 222-228.—Methods of developing objective type examinations for the biological sciences are discussed and illustrated. The types of questions avoid the simple true-false and are intended to require something more than automatic answers. Practical laboratory examinations of an objective sort are described.—C. M. Louttit.

2073. Witty, Paul. (Northwestern U., Evanston, Ill.) Streamline your reading. Chicago: Science Research Associates, 1949. 52 p.—This booklet provides the specific kinds of help required to achieve reading improvement. The various sections deal with importance of effective reading, proof that improvement can be achieved, studying one's needs, techniques on how to improve rate of reading, increase vocabulary and comprehension, together with suggestions on how to find books you want in the library. Humorous line drawings and photographs are employed to illustrate important points. Appended is a classified list of books which may appeal to various readers.—M. A. Tinker.

(See also abstracts 1548, 1724, 1832, 2101)

INTERESTS, ATTITUDES & HABITS

2074. Burnett, Collins W. (Fresno State Coll., Calif.) A study of college campus leadership. *Amer. Psychologist*, 1949, 4, 390-391.—Abstract.

2075. Carter, Gerald C. (U. Illinois, Urbana.) Student traits and progression through college. *J. educ. Psychol.*, 1949, 40, 306-308.—Students at Purdue University were rated by their instructors on the traits designated as leadership, intelligence, knowledge, responsibility, cooperation, and physical stamina. A peak of excellence was found in most of these traits about Junior year, followed by a Senior slump.—E. B. Mallory.

2076. Hunter, Ruth A., & Morgan, David H. (Colorado A. & M. Coll., Fort Collins.) Problems of college students. *J. educ. Psychol.*, 1949, 40, 79-92.—A Personal Interview Form, comprising 78 items in 7 major problem areas was used with 100 men and 100 women students. Women reported a much larger number of problems than did men. Women reported a higher percentage of problems than men in regard to General Education, Vocation, Adjustment and Health. Men reported a higher proportion in the area of Family. Freshman problems differed somewhat from those of students in upper classes.—E. B. Mallory.

2077. Riesch, Kenneth Peter. (Mission House Coll., Plymouth, Wisconsin.) A study of some factors in pupil growth. *J. exp. Educ.*, 1949, 18, 31-55.—An attempt was made to determine whether any significant changes took place over a 3 month period in social adjustment, attitudes, information, and personality of seventh and eighth grade pupils in 12 rural, 6 state graded, and 2 city schools in Wisconsin. A further attempt was made to relate teacher success to residual pupil gain. The results indicate that gains in achievement are related to conduct, social adjustment, and personality although the relationships are too low to have individual predictive value. "On the basis of the measures here used it was impossible to predict teaching efficiency with an acceptable degree of accuracy." It was found that these teachers concentrated upon the maladjusted low intelligence pupil who enjoyed working with the teacher.—G. G. Thompson.

2078. Shaffer, Robert H. (Indiana U., Bloomington.) English deficiency and social adjustment. *J. higher Educ.*, 1949, 20, 373-376.—Students deficient in English were compared with non-deficient students equated on the basis of a psychological examination. Emotional and social adjustment of the 2 groups were judged on the basis of scores on the Bernreuter Personality Inventory and by personal interviews. First semester deficient students were less neurotic and more stable emotionally than non-deficient students. The deficient students became less dominant, less sociable, and less confident as they remained in college. No significant differences were found in attitude to the University, in social activities as indicated by dates and dances, or in personal and family problems.—M. Murphy.

2079. Thompson, Grace M. (U. California, Santa Barbara.) Personality factors characterizing the achieving college student as revealed by the Rorschach: a follow-up study. *Amer. Psychologist*, 1949, 4, 388-389.—Abstract.

(See also abstract 1743)

SPECIAL EDUCATION

2080. Dowley, Edith M. (Merrill-Palmer Sch., Detroit, Mich.) The role of the nursery school in community education. *Amer. J. Orthopsychiat.*, 1949, 19, 506-510.—In less than 30 years the nursery school has established itself in the minds of the think-

ing public as a laboratory for learning in every area of human development. Since the nursery school has worked out a program which makes children healthier, happier and more socially adequate with their peers, cannot such a program be applied in an universal effort to eradicate fear, hate and aggression?—R. E. Perl.

2081. Freud, Anna. Nursery school education; its uses and dangers. *Child Study*, 1949, 26, 35-37.—The non-obligatory, optional character of nursery schools frees them of educational control, and with their several orientations provides problems for parents. In war nurseries, children deprived of parental care failed of good emotional growth, nor in civil life are they substitutes for parental care. The nursery school may add extra anxiety to the already burdened child.—G. Rubin-Rabson.

(See also abstract 1861)

EDUCATIONAL GUIDANCE

2082. Abrahamson, Arthur C. (U. Washington, Seattle.) Social work services on a university campus. *J. soc. Caswk*, 1949, 30, 292-296.—Emphasis is placed on casework services to students at Student Counseling Center. Personnel consists of a staff of clinical psychologists, psychiatric social workers, vocational counselors, psychometrists, I.B. M. operator, and office clerks. Group sessions as well as individual counseling is offered. It is concluded that the success of the program has been largely due to reciprocal teamwork among all personnel of the departments.—V. M. Stark.

2083. Aldrich, Margaret Glockler. (U. Missouri, Columbia.) A follow-up study of social guidance at the college level. *J. appl. Psychol.*, 1949, 33, 258-264.—A follow-up study was made of a 1940 survey which included a group of freshmen girls who had received guidance in social adjustment and directed toward participation in extra-curricular activities and a control group which had not received the special guidance. Those who received the social problems guidance exceeded the control group in (1) number of contacts with the student counseling bureau; (2) mean number of college activities, committees, and offices; (3) percentage graduating; (4) a less severe diagnosis for those who contacted the mental hygiene clinic.—C. G. Browne.

2084. Kirchheimer, Barbara A., Axelrod, David W., & Hickerson, George X., Jr. (U. California, Berkeley.) An objective evaluation of counseling. *J. appl. Psychol.*, 1949, 33, 249-257.—4 groups of college student veterans were selected to study the effects of counseling on grade point average. 2 groups had received counseling regarding their major subject and 2 groups had not. Those who changed their majors after counseling improved their grade point average significantly (1% level), and improvement in their major subject grades was particularly marked. Of the 2 groups that did not change their majors, the counseled group improved its grade point

average significantly more (1% level) than the non-counseled group. 14 references.—C. G. Browne.

2085. Lloyd-Jones, Esther. (*Teachers Coll., Columbia U., New York.*) Centrifugal and centripetal guidance programs for children. *Teach. Coll. Rec.*, 1949, 51, 7-15.—A study of 1598 cities shows that 83% report expansion of their guidance departments. By means of case studies, the systems of guidance are illustrated and evaluated. The type that is directed toward the centre is said to make the greatest contribution to inward development. It is easy for elementary and senior high schools to develop this centripetal guidance than it is in college. Much improvement, however, in that field can be made through general education programs, faculty counseling, and the control of group life by the students. Guidance courses should be revised and expanded by having teachers, specialists, administrators, community agencies, parents, students and coordinators work together to improve their guidance programs.—G. E. Bird.

2086. Wittenborn, J. R. (*Yale U., New Haven, Conn.*) Some Thematic Apperception Test norms and a note on the use of the test cards in the guidance of college students. *J. clin. Psychol.*, 1949, 5, 157-161.—The 10 TAT cards found most useful in clinical work with college men are listed; the author suggests the function of each card. The frequency of occurrence of the various central figures used on each card by a group of 100 male college students seen in a college counseling center is given. A client's discussion of the meaning of his stories during counseling interviews may have therapeutic value.—L. B. Heathers.

(See also abstracts 1858, 1862, 1879)

EDUCATIONAL MEASUREMENT

2087. Bender, William, Jr., & Davis, Robert A. (*U. Colorado, Boulder.*) What high school students think about teacher-made examinations. *J. educ. Res.*, 1949, 43, 58-65.—Student opinion regarding testing practices in Colorado secondary schools was surveyed by means of a questionnaire. Concerning types of tests students thought true-false and multiple-choice tests were preferable if there had been no opportunity to study for the examination; essay-type tests, however, enabled one to show his knowledge to the best advantage. Advance notice of testing was desired as was frequent testing, and return of test papers for correction of errors.—M. Murphy.

2088. Gasking, D. A. T. *Examinations and the aims of education.* (2nd ed.) Melbourne: Melbourne University Press, 1948, 45 p. 2s. 6d.—The current practice of indirect measurement of educational outcomes must be supplanted by direct evaluation of all the principal educational objectives. Among the general aims of education to be assessed by direct measurement are (1) the mastery of certain skills, (2) the acquisition of "culture," and (3) the develop-

ment of a "trained mind." Types of examinations designed to measure directly these qualities of the "educated" person are suggested. They can be made reasonably objective, and will allow greater flexibility in the educational system than does the traditional examination in respect to the attainment of the generally agreed-upon ends of education.—R. C. Strassburger.

2089. Hauser, Luellen J. Munn. (*U. Miami, Coral Gables, Fla.*) A comparative study of the intelligence of university freshmen enrolled in business and liberal arts schools. *J. educ. Res.*, 1949, 43, 49-57.—Freshmen entering the Liberal Arts College of the University of Miami in November, 1946, and February, 1947, were compared with those entering the School of Business Administration on the ACE Psychological Examination. Liberal Arts students were superior to Business Administration students both on total score and on L score. The difference was statistically significant for the L score, but not for the total score. Business Administration students were superior on Q score, but the difference was not significant.—M. Murphy.

2090. Horrall, Bernice Moody. (*Purdue U., Lafayette, Ind.*) Relationships between college aptitude and discouragement-buoyancy among college freshmen: I. Experimental procedures. *J. genet. Psychol.*, 1949, 74, 185-204.—The procedures used in studying the relationship between college aptitude as measured by the ACE and discouragement, measured in the Horrall College Experience Scale are presented. The experimental group (71 Ss) was composed of all second year students who as freshmen were at or below the ACE 10th percentile. The two control groups, 71 and 72 Ss, consisted of similar students who were in the middle (40-60) percentiles. The groups were equated for sex, school in the university, membership in social fraternities and financial status. All Ss were given 6 additional tests. Method of securing Ss and order of test administration are also discussed.—R. B. Ammons.

2091. Horrall, Bernice Moody. (*Purdue U., Lafayette, Ind.*) Relationships between college aptitude and discouragement-buoyancy among college freshmen: II. Results and interpretation of findings. *J. genet. Psychol.*, 1949, 74, 205-243.—Groups of college students were selected and studied who had scored low, medium, or high on the ACE. "The total picture . . . for the low group is great discouragement and the facing of almost insurmountable problems in the academic situation. The middle group, for whom the level of difficulty of subject matter is adjusted, feels comfortable in the college situation, and the high group experiences a greater buoyancy because of their greater ability to do abstract thinking and thus to succeed easily in the college academic situation." On the basis of the findings, a number of recommendations are made for more strict entrance requirements, a counseling program with attention to remedial reading problems, and a special curriculum for the very bright students.—R. B. Ammons.

2092. Leichty, V. E. (Michigan State Coll., E. Lansing.) **Student thinking on short answer examinations.** *J. educ. Res.*, 1949, 43, 41-48.—After responding to a multiple choice item in a comprehensive examination in Literature and Fine Arts, students were asked to judge whether each of the 5 possible choices was: wholly true and relevant; partially true and relevant; wholly false, but relevant; true, but irrelevant; or false and irrelevant. Results indicate that students can respond correctly to such an item and be unsure of their facts. For example, one fourth of those who answered the item correctly judged one of the responses which was true but irrelevant to be false. Partially true statements were judged as false more frequently than as true. Comparison of the findings with grades on the entire examination showed that accurate judgments of true and false statements decreased steadily from grades A to D, decrease in accurate judgments of relevancy stopped at the C level.—M. Murphy.

2093. Olander, Herbert T. (U. Pittsburgh, Pa.), Van Wagenen, M. J., & Bishop, Helen Miriam. **Predicting arithmetic achievement.** *J. educ. Res.*, 1949, 43, 66-73.—2 scales were constructed to test mathematical ability of First Grade children. Scale A, of which there were 2 forms, measured quantitative information and Scale B measured ability to perceive numerical relationships. The *Unit Scales of Attainment in Arithmetic* was used to measure arithmetic achievement approximately 36 months later. At the same time achievement in science, geography, literature, and American History was measured. Correlations between ability and achievement in problem solving ranged from .52 to .56; between ability and achievement in fundamental operations, from .47 to .51. Correlation between arithmetic ability and achievement in other subjects was lower, but the difference was not significant.—M. Murphy.

2094. Ostrom, Stanley R. (Dept. Public Instruction, Dover, Del.) **The OL Key of the Strong Test and drive at the twelfth grade level.** *J. appl. Psychol.*, 1949, 33, 240-248.—The Occupational Level (OL) Key of the Strong Interest Blank was investigated as a possible measure of an individual's drive to scholastic success. 3 techniques were used to measure the drive of 60 high school boys in various situations—a teacher's rating, a "guess-who" questionnaire, and an open end interview. Using Chi Square, the relationships between these 3 measures and the OL scores were significant at the 1% level of confidence. However, no relationship was shown to exist between OL scores and high school academic grade averages. 6 references.—C. G. Browne.

2095. Stephenson, William. (Oxford U., Eng.) **Testing school children.** New York: Longmans, Green, 1949. 127 p. \$2.75.—This discussion is partly a protest against the English secondary school system with its emphasis on competitive examinations and pre-selection of vocations. Under the present system the psychologist and educator are called on for estimates both of general ability

and of special aptitudes of 11-year-old children. Moreover, selection should take account of a hierarchy of personality needs and should not, by emphatic segregation in different kinds of schools, turn away those who for financial or other reasons have not had adequate opportunity. Nonetheless, the psychologist must face the selection task. The major portion of this volume is devoted to a discussion of the psychometric methods available—with wry and cogent comments on their limitations.—L. J. Stone.

2096. Troyer, Maurice E. (Syracuse U., N. Y.) **Squaring evaluation processes with democratic values.** *Amer. Coun. Educ. Stud.*, 1949, 13(35), 40-53.—Troyer is of the opinion that "... evaluation, as most commonly practiced, is in conflict with democratic values and with the best we know about the nature of an effective learning situation." The principal criticisms are leveled against the "processes of evaluation, the uses of tests, scales and anecdotal evidence, the relationship between the evaluator and the evaluatee." These suggested improvements in the evaluation procedure designed to overcome these criticisms are (1) to emphasize the purpose of evaluation in improving learning rather than in making judgments or giving grades; (2) "progress be appraised in terms of the student's ability to learn"; and (3) "evaluation should be done with, rather than to, an individual."—M. A. Seidenfeld.

2097. Wallace, W. L. (U. Michigan, Ann Arbor.) **Differential predictive value of the ACE psychological examination.** *Sch. & Soc.*, 1948, 70, 23-24.—The purpose of the paper is to present correlation coefficients obtained between the 18 largest and most usual courses of the first semester and the Q, L and T scores made by freshmen entering in the fall of 1947. (1) All correlations were small. (2) The highest relationship between test scores was a multiple r .49 between English and the combined Q and L score. (3) Means and sigmas for the Q and L parts scores show little differentiation. (4) "It is to be hoped that each type of institution will seek validation information specifically adapted to its circumstances . . ."—R. S. Waldrop.

EDUCATION STAFF PERSONNEL

2098. Anderson, G. Lester. (U. Minnesota, Minneapolis.) **Educational psychology and teacher education.** *J. educ. Psychology.*, 1949, 40, 275-284.—Educational psychology, in its various aspects, has contributed principles, methods of thought, and specific procedures for the process of education. Many contemporary procedures in American teaching stem from the findings of twentieth century psychologists. Educational psychology affords teachers a means of developing understanding for educational problems, and outlines ways in which the educational function can be carried out.—E. B. Mallory.

2099. Brandt, Willard Joseph. (U. Wisconsin, Madison.) **A follow-up of some earlier Wisconsin studies of teaching ability.** *J. exp. Educ.*, 1949, 18,

1-29.—Personal data and teacher ratings (Wisconsin Adaptation of the M-Blank) were obtained for 35 of 185 teachers with whom previous studies of teaching success had been conducted. Analysis of the follow-up data indicates that there has been only a slight (not statistically significant) improvement in the teaching efficiency of the groups participating in the original studies. The predictions of teaching efficiency have improved somewhat during the lapse of a varying number of years between the original studies and this follow-up. "The relationship between the criterion of pupil gain and supervisory ratings was not significant in any instance and the relationship between supervisory ratings in general, was not significant . . . The relationship between other factors considered was not consistent enough to set a pattern."—G. G. Thompson.

2100. deGroat, Albert F., & Thompson, George G. (Syracuse U., N. Y.) A study of the distribution of teacher approval and disapproval among sixth-grade pupils. *J. exp. Educ.*, 1949, 18, 57-75.—The purpose of this study was to develop scales of teacher approval and disapproval of the "Guess Who?" type, and to determine some of the psychological characteristics of children living under different patterns of teacher approval-disapproval. Scales with a substantial degree of internal consistency and reliability approximating .80 were developed. It was found that in a typical classroom of 30-35 pupils 4 of 5 children usually received 35 to 70% of the total nominations for teacher approval, while 4 or 5 pupils typically receive 25 to 40% of the nominations for teacher disapproval. ". . . it may be stated, as a first approximation, that children who are considered by their classmates to be experiencing a high degree of teacher approval coupled with a low or moderate degree of disapproval are more intelligent, are better students, and are better adjusted than their less favored classmates."—G. G. Thompson.

2101. LeBaron, Walter A. (New York State Education Dept., Albany.) A study of teachers' opinions in methods of teaching arithmetic in the elementary school. *J. educ. Res.*, 1949, 43, 1-9.—A list of 72 statements based upon research findings in arithmetic and upon the judgments of authorities was prepared and given to 22 experienced teachers in kindergarten and grades I through VI. The statements were to be marked true, false, or uncertain. In approximately 50% of the cases teachers' judgments were in agreement with the findings of research or the opinions of experts; in 30% of the cases they disagreed; and in 20% were uncertain. Results for specific statements are summarized. The method of this study has proved valuable in assessing teachers' needs for study in workshops and other in-service training programs.—M. Murphy.

2102. McDonald, Ralph W., Peik, W. E., et al. The education of teachers—as viewed by the profession. Washington, D. C.: National Education Association, 1948. 275 p. \$1.00.—This volume is a report of the Bowling Green Conference on the education of teachers, the third in a series of annual work

conferences in which leaders of the organized teachers have sought ways to raise professional standards. An attempt has been made in this publication to crystallize the professional viewpoint regarding the undergraduate education of teachers. Four general areas of professional education are considered: organization and administration of teacher education, student personnel in teacher education, the general education of teachers, and the professional education of teachers. The abstracts of the several principal addresses under each of these 4 subdivisions are presented.—G. G. Thompson.

2103. Morsh, Joseph E. (U. British Columbia, Vancouver.), & Plenderleith, E. Mavis. Changing teachers' attitudes. *Canad. J. Psychol.*, 1949, 3, 117-129.—On the basis of their ratings of seriousness of behavior problems, British Columbia teachers tend to prefer submissive and compliant behavior on the part of the pupil, regarding as most serious those behaviors which are counter to the teacher's moral attitudes or which frustrate the teacher. Stealing and heterosexual activity are rated as most serious while shyness is considered the least serious problem. There is a marked consistency of opinion in grade school vs. high school teachers; men teachers vs. women teachers and city teachers vs. rural teachers.—J. W. Bowles, Jr.

2104. Orleans, Jacob S. (Coll. City, New York.), & Kehm, Harold D. Instructor training. *J. higher Educ.*, 1949, 20, 360-366; 392.—The Command and General Staff College of the Army is essentially a professional school, and while it has a number of responsibilities, has as its major concern the ten-month "Regular Course." The students in this course are with few exceptions college graduates, have had at least 7 years of service as commissioned officers, and are being trained for assignments calling for the rank of Colonel or higher. The first assignment of instructors in the College is to the instructor training course of 3 weeks. The College would no more think of permitting a new instructor to function without preparation than it would think of allowing a college instructor without military training to lead troops in battle. This is in contrast with the civilian view that scholarliness in a subject makes an instructor competent to teach that subject. The content of the instructor training course and the methods employed are described in detail.—M. Murphy.

2105. Peterson, J. C., & Myers, Eugene E. (Air U., Maxwell Field, Ala.) How the United States Air Force provides teacher training for its university instructors. *Amer. Psychologist*, 1949, 4, 392.—Abstract.

2106. Trow, Wm. Clark. (U. Michigan, Ann Arbor.) Educational psychology charts a course. *J. educ. Psychol.*, 1949, 40, 285-294.—Teaching is defined as "the process of structuring the environment of an individual and organizing his activities so as to produce desired behavior." An outline is given of the ways in which a student of education can learn about the school environment, the or-

ganized curriculum, the individual learner, the nature of needs and values, and about behavior which is dependent upon knowledge, skills and attitude. Attention is drawn to specific problems particularly related to the teaching of educational psychology. Objectives sought for progress in education may not be immediately attainable, but a long range plan is the first step toward realizing them. The effective functioning of teachers leads to more satisfactory and effective participation of the children and youth in their own groups and in the wider society.—E. B. Mallory.

(See also abstract 2077)

PERSONNEL PSYCHOLOGY

2107. Appley, Lawrence A. (*American Management Association, New York.*) **Emergence of a new management era.** *Personnel*, 1949, 25, 428-437.—The President of the American Management Association describes the emergence of a new era as the transferring of emphasis from technology to humanics. He notes that competitive survival depends upon the capacity of management to increase the individual productivity of workers, and that to this end labor requires more care and attention than do commodities.—M. Siegel.

2108. Belfer, Nathan. (*Brooklyn Coll., N. Y.*) **Vitalizing personnel courses.** *Personnel*, 1949, 25, 349-351.—It is stated that the ability to deal with the human factors in industrial problems, an understanding of psychology, and the ability to apply this understanding so as to effect and maintain social harmony are of greatest importance in the duties of the personnel manager. The content of personnel courses is discussed and suggestions offered regarding background experience for personnel instructors. The choice of personnel literature is then described and the need for non-textbook material pointed up.—M. Siegel.

2109. Byrt, W. J. (*Dep't. of Labour & Nat'l Service, Melbourne.*) **Some facts on labour turnover.** *Bull. industr. Psychol. Personnel Pract., Melbourne*, 1948, 4(4), 16-27.—The labor turnover of 96 firms employing over 40,000 people was studied. The monthly separation rate varied from 4.9% for heavy industry firms to 8.0% for textile firms. Turnover rates declined in fall and early winter and then rose to a peak from January to May. In most firms the separation rate was higher for male than for female employees. The data are discussed for individual firms, classes of labor, length of service, and costs. No data were gathered on reasons for leaving a job.—C. G. Browne.

2110. Fredenburgh, Franz A. (*Great American Group of Insurance Companies, New York.*) **The essentials of a program of personnel administration.** *Personnel J.* 1949, 28, 133-138.—Seven volumes published in the last decade seem to cover the field of personnel administration with reasonable comprehensiveness. In them, some 53 topics were frequently

covered. These are listed as a Personnel Audit, so that personnel men may check their programs for comprehensiveness. They are also condensed under 12 major headings. A table shows what percentage of his book each author devoted to each of these major headings. On the whole, Personnel Control was given the most space, about 20% of the pages.—M. B. Mitchell.

2111. Gleason, John G. (*Kraft Foods Co., Chicago, Ill.*) **Attitude vs. information on the Taft-Hartley Law.** *Personnel Psychol.*, 1949, 2, 293-299.—In an employee survey, 13 information questions and an attitude item on the Taft-Hartley Act were included. The distribution of information test scores for 3 sub-groups (those who favored, those who opposed, and those who had no opinion concerning the Act) showed that those who favored did not differ in knowledge of the law's provisions from those who opposed it. The "no opinion" group had less knowledge of the law than the other 2 groups. The theory "of the social psychologists, that beliefs are not readily changed by the presentation of facts, seems to be borne out in this company's analysis of worker attitudes toward the Taft-Hartley Law."—A. S. Thompson.

2112. Jurgensen, Clifford E. (*Minneapolis Gas Co., Minn.*) **Foreman training based on the test "How Supervise."** *Personnel J.*, 1949, 28, 123-127.—Supervisors need guided experience on-the-job and they need training off-the-job in the form of foremen meetings, conferences and lectures in order to obtain the knowledge and correct attitudes for directing people. The foremen at Minneapolis Gas Co. were asked to suggest topics for their meetings. An analysis of their suggestions showed a need for clarification of company policy, improved leadership abilities, and more prestige and pride in their work. File's test, "How Supervise," was used as one method of training. It was given to small management groups beginning with the president and vice presidents, and continuing down the line until all foremen had taken the test. The tests were returned at small conferences of 6 to 8 supervisors. The items missed were discussed. The leader gave the experimental research information to support the right answers to some of the items.—M. B. Mitchell.

2113. Kangan, M., & Cook, P. H. (*Dep't of Labour and Nat'l Service, Melbourne, Australia.*) **The personnel function in industry.** *Bull. industr. Psychol. Personnel Pract., Melbourne*, 1948, 5(2), 3-14.—18 Australian firms were surveyed to analyze the personnel function. 47% of the firms had personnel departments, with the larger firms more likely to have one. Personnel administration was accepted as a function of top management in 46% of the companies studied. Personnel practices were rated adequate most frequently in the "supervision of working conditions and amenities" and "safety and health," and were rated adequate least frequently in "communications" and "training of supervisors." The most frequent personnel problem was labor turnover.—C. G. Browne.

2114. Shartle, Carroll L. (Ohio State U., Columbus.) **Leadership and executive performance.** *Personnel*, 1949, 25, 370-380.—Studies now in progress are described which are part of a 10 year study of executive leadership and performance. Descriptions of what takes place in an organization structure are noted, with techniques now being developed for describing and measuring how work is accomplished by executives. A number of hypotheses have been suggested by the studies, which are being tested. Experiments are being planned for developing criteria of effectiveness and for predicting leadership behavior under various conditions.—M. Siegel.

2115. Weber, Charles S. **The role of the personnel agency in in-service training.** *Publ. Personnel Rev.*, 1949, 10, 206-209.—What the personnel agency should do falls into 4 categories: (1) stimulate the various departments to handle their own in-service training; (2) make available training facilities such as manuals, course arrangements, etc.; (3) provide the actual training, only where necessary; and (4) provide an evaluation of the training while it is in progress so that improvements and changes can be made while the training is going on.—H. F. Rothe.

2116. Yoder, Dale. (U. Minnesota, Minneapolis.) **Calculating your personnel ratio.** *Personnel*, 1949, 25, 332-335.—The "personnel ratio" is described as a rough means of measuring the extent of industrial relations activities in one company as against another, or of making such measurements periodically within the same organization. The various methods of computing the personnel ratio are discussed and suggestions offered for standardizing and defining its components with a view to making this measurement device more accurate.—M. Siegel.

SELECTION & PLACEMENT

2117. Baumgarten, F. (U. Bern, Switzerland.) **Orientation et sélection professionnelles par l'examen psychologique du caractère.** (Professional orientation and selection with the psychological examination of character.) (2nd ed.) Paris: Dunod, 1949. viii. 184 p. Fr. 680.—The history of character examination is briefly reviewed in the first chapter followed by chapters dealing with reasons for failure in character testing, the principles of character examination, and testing methodology. A set of tests is described, including some for manual ability, visualization, and judgment. A series of case records is presented comparing evaluations by employer and psychologist.—R. B. Ammons.

2118. Deemer, Walter L., & Rafferty, James A. (USAF Sch. Aviat. Med., Randolph Field, Tex.) **Experimental evaluation of the psychiatric interview for prediction of success in pilot training.** *J. Aviat. Med.*, 1949, 20, 238-250.—A detailed statistical analysis was made on 33 biographical and psychosocial items of the Adaptability Rating for Military Aeronautics (ARMA) administered to 389 aviation

cadets during World War II. Overall clinical impressions of the flight surgeons in the form of predictions for success in flying training and combat were significantly related to actual success in flying training. Other valid items were nationality, achievement, income, and religion. Ten items including tension, aggression, personality, and personal qualities, used by the psychiatrists in arriving at their overall clinical predictions were found to be invalid. The validity of the ARMA decreases with increasing amounts of selection on psychological tests.—A. Chapanis.

2119. Fear, Richard A., & Foley, John P., Jr. (Psychological Corporation, New York.) **Interview as a "must" in selecting salesmen.** *Advertising & Selling*, 1949, 42(1), 40; 90; 95.—Six major characteristics which contribute to interviewer success are (1) mental ability as high or higher than that of any applicant, (2) ability to think analytically and to judge critically, (3) sensitivity in social situations, (4) ability to meet and get along with people, (5) adaptability, (6) personal maturity. The week-long interviewer training program of the Industrial Division of the Psychological Corporation is outlined. In selecting salesmen best results will be achieved by proper integration of testing and interviewing procedures. Two studies are cited to illustrate the predictive value of ratings obtained from trained interviewers.—B. Shimberg.

2120. Fear, Richard A. & Foley, John P., Jr. (Psychological Corp., New York.) **Value of aptitude tests in selecting salesmen.** *Advertising & Selling*, 1948, 41(9), 41; 54; 57.—"The most effective salesmen selection cannot be achieved by tests alone, since aptitude tests at best measure only a limited number of the important qualifications for success on a particular sales job. Tests can be extremely helpful . . . if they are chosen in terms of the specific job specifications, are carefully validated or checked for maximum accuracy of prediction, and are competently administered by a trained person." There are as yet no personality tests that have consistently proved their value for selection purposes. Certain types of aptitude tests when properly used may help in the selection process by screening out applicants who are obviously unfit and by providing valuable leads for further follow-up in the case of applicants who survive the testing stage of the selection program.—B. Shimberg.

2121. [Hausman, Howard J., Begley, Joseph T., & Parris, Howard L.] **Selected measures of proficiency for B-29 mechanics: study No. 1.** Washington, D. C.: Human Resources Research Laboratories, Operational Commands, Bolling Air Force Base, 1949. (HRRL Report No. 7.) 24 p.—Experienced supervisors of B-29 aircraft maintenance, who had been trained in evaluation techniques, assessed the technical competence of 102 mechanics by oral examination based on a B-29 Check List. Immediate supervisors of the same men then rated their skill on points covered by the B-29 Check List, on a Work Habits and Attitude Scale, and on an

Over-all Performance Rating Form. Scores assigned to the same subject by paired evaluators gave reliability coefficients of .90 for 82 cases and .86 for 12. Paired supervisors agreed with each other on ratings to the extent of coefficients of .65. The oral examination technique, administered by trained evaluators, is recommended for measuring technical competence.—*M. W. Raben.*

2122. Jones, Margaret Hubbard. (*State Coll. Washington, Pullman.*) A survey of the adequacy of employee selection reports. *Amer. Psychologist*, 1949, 4, 392.—Abstract.

2123. McQuaig, Jack H. (*J. H. McQuaig & Co., Toronto, Can.*) How to select better salesmen. *Personnel J.*, 1949, 28, 172-176.—A salesman must have the ability to sell and the personality to keep on selling in the face of adversities. There are 5 important factors in selecting salesmen which cannot readily be evaluated in the casual interview usually conducted by sales executive. These are his attitudes, motivation, stability, maturity, and aptitude for selling. The trained psychologist may use questionnaires, intelligence tests, projective techniques such as the Thematic Perception Test, and the clinical interview as tools for evaluating these factors.—*M. B. Mitchell.*

2124. Morizot, —. Étude critique des méthodes de sélection. (A critical study of methods of selection.) *Arch. Mal. prof., Paris*, 1947, 8, 149-152.—Employment tests, while undoubtedly of more value than selection by chance, are open to criticism (1) when figures are taken too meticulously; (2) when psychological differences between two applicants are ignored if they have identical scores; (3) when the margin of error of the tests is ignored; (4) when the selectors themselves have not had adequate training, particularly in the matter of personality rating; (5) when the job specification is too rudimentary; (6) when the service of selection lacks impersonality; (7) when a certain plasticity permitting to a man considerable adaptability is left out of account; (8) when the selectors are themselves working in the positions to which are destined the applicants who are being examined.—*F. C. Sumner.*

2125. Neilson, James A. (*U. S. Naval Ordnance Test Station, Inyokern, Calif.*) Examining for scientific personnel. *Publ. Personnel Rev.*, 1949, 10, 210-215.—In the past 3 years the Navy's personnel program has increased in scope to include the recruitment and examining of scientific personnel as well as industrial-type labor. This paper describes the development of policy and procedures by the Board of Civil Service Examiners in Southern California.—*H. F. Rothe.*

2126. Pechoux, —. La sélection professionnelle. (Selection of employees.) *Arch. Mal. prof., Paris*, 1947, 8, 133-139.—The psychological methods of selecting employees are explained and shown to embrace: (1) *analytic methods*, i.e. job-analysis as to capacities required of the efficient worker in a particular job and construction of tests either ana-

lytic or synthetic for measuring in applicants whether they have the capacities required; (2) *synthetic methods* having to do with consideration of the personality as a whole and which may utilize personality tests and/or interviews. In interviewing, the rating of two or more interviewers is better than that of one.—*F. C. Sumner.*

2127. Preston, Harley O. (*American Institute for Research, Pittsburgh 13, Pa.*) The development of a procedure for evaluating officers in the United States Air Force. Pittsburgh: American Institute for Research, 1948. v, 67 p.—An extensive list of critical requirements of the job of an Air Force officer was provided by an analysis of over 3,000 descriptions of outstanding and unsatisfactory job performances obtained through field interviews with 640 officers. Continual revision was made until 6 major areas and 58 sub-areas were evolved. Nearly 2,000 officers then took part in the tryout of the tentative evaluation forms. The final evaluation form adopted for use by the Air Force contains 54 critical requirements of an effective Air Force officer and is divided into 6 major areas.—*H. Feifel.*

2128. Roche, L. Une expérience américaine de sélection et de reclassement de la main-d'oeuvre. (An American experiment in the selection and reclassification of man-power.) *Arch. Mal. prof., Paris*, 1947, 8, 153-156.—The article by Clifford Kuh and Bert Hanman in the *J. Amer. med. Ass.* of 1944 and pertaining to the new technique for the selection and reclassification of workers according to their physical capacities set up by the War Man-Power Commission and applied advantageously in the Kaiser shipyards is here reviewed at some length.—*F. C. Sumner.*

2129. Signori, Edro I. (*Queen's U., Kingston, Ont.*) The Arnprior experiment: a study of World War II selection procedures in the RCAF and RAF. *Canad. J. Psychol.*, 1949, 3, 136-150.—The Arnprior experiment was an attempt to validate the RCAF pilot selection battery and to compare RAF and RCAF methods for assessing flying ability. A sample of 366 RCAF enlisted personnel were administered a battery of 10 selection tests: paper and pencil tests of educational achievement, mechanical skill, code aptitude, etc.; performance tasks such as RCAF Visual Link Test, assessments of initial flying progress, and flight instructors' ratings. Multiple validity coefficients were computed against pass-fail and decile rank criteria from the final examinations at the end of each stage of training. For prediction the RCAF battery appears to compare favorably with the 1943 USAAF pilot selection battery. The Visual Link Test and grading of initial flying progress were both of value in prediction.—*J. W. Bowles, Jr.*

2130. Super, Donald E. (*Teachers Coll., Columbia U., New York.*) Appraising vocational fitness by means of psychological tests. New York: Harper, 1949. xxi, 727 p. \$6.00.—A review of the research findings on approximately 50 standard tests in current usage. Interprets validation, reliability and normative data on tests of intelligence, scholastic

proficiency, clerical aptitude, manual dexterities, mechanical aptitude, spatial visualization, artistic abilities, musical abilities, interests and personality adjustment. Also included are chapters on test construction and usage, elementary statistics and illustrative counseling cases with follow-up data. 955-item bibliography.—*J. F. Kamman.*

2131. Wallace, S. Rains, Jr., & Twichell, Constance M. Management procedures and test validities. *Personnel Psychol.*, 1949, 2, 277-292.—Selection methods are only one factor in employee performance and the apparent validity of a selection technique is influenced by the many other factors affecting the criterion. This study of life insurance agents illustrates the interdependence of a group of factors including method of payment, Aptitude Index, and stated monthly income requirements. By various breakdowns it is seen that the relationship between Aptitude Index Score and success varies with method of payment and with levels of monthly income required, the test therefore having several validities.—*A. S. Thompson.*

(See also abstracts 1549, 2181)

LABOR-MANAGEMENT RELATIONS

2132. Bucklow, M. (Dep't of Labour & Nat'l Service, Melbourne, Australia.) A study of employee problems. *Bull. industr. Psychol. Personnel Pract.*, Melbourne, 1948, 4(4), 3-15.—Over a period of 6 weeks, 1.8% of the employees of 61 firms presented their problems to an interviewer, about $\frac{1}{3}$ voluntarily seeking the interview. Women and men, between 21 and 30 years, tended to present more problems. Similar types of problems were presented by all groups, the most frequent ones being personal health; the physical and mental demands of the job; job security; promotion and dismissal; pay; and financial, housing, and other domestic problems. A table is included giving percentages of the type of action taken and the individual who was responsible for the action.—*C. G. Browne.*

2133. Byrt, W. J. (Dep't of Labour and Nat'l Service, Melbourne, Australia.) Understanding the labour turnover problem. *Bull. industr. Psychol. Personnel Pract.*, Melbourne, 1948, 5(2), 22-30.—The causes of labor turnover in 106 industries employing 50,000 people were studied. The amount and nature of turnover varied between types of industries, but also between individual companies in the same industry and subject to the same general economic conditions. Illustrative cases in 6 situations are discussed. It is concluded that "high labor turnover is a surface manifestation of deeper problems" and that there is a need for each firm to examine its own situation and to work out the solution appropriate to the circumstances.—*C. G. Browne.*

2134. Dale, Ernest. (Columbia U., New York.) When labor cooperates with management. *Advanced Mgmt.*, 1949, 14, 101-106.—This is a report of the effectiveness with which labor cooperates with management, based on replies to a questionnaire

submitted by 263 companies, visits to 40 companies, and interviews with representatives from management, unions, and several hundred production and personnel men. Cooperation is concerned with methods of increasing productivity, raising the revenue-paying capacity of the company, disseminating technological changes, and enhancing job satisfaction. The activities most frequently discussed are accident prevention, elimination of waste, quality control, incentive systems, labor turnover, attendance, and understanding of labor policies. When effective it serves to narrow the field of disagreement between management and labor, and to improve employee attitude.—*H. Moore.*

2135. Evans, Charles E., & Laseau, LaVerne N. (General Motors Corp., Detroit, Mich.) My Job Contest—an experiment in new employee relations methods. Part III. Translating the results into action. *Personnel Psychol.*, 1949, 2, 311-368.—This third article in the series (see 24: 338) presents brief discussions of the major themes appearing in the contest entries and local managements' interpretation of its standings on the MJC reports. Each division attempted to analyze the reasons for their index on each theme and proposed actions to be taken when improvement seemed indicated. Besides a quantitative summary of division responses, a complete sample of one division's response is presented. Comments on the responses, with verbatim excerpts from divisions differing in standing, are given for 20 of the themes, such as recreation, pride in product, safety, suggestion plan, etc.—*A. S. Thompson.*

2136. Ferguson, Leonard W. (Metropolitan Life Ins. Co., New York.) The effect upon appraisal scores of individual differences in the ability of superiors to appraise subordinates. *Personnel Psychol.*, 1949, 2, 377-382.—Field representatives rated 245 district office managers on their ability to appraise assistant managers. When the district managers were divided into sub-groups according to "ability to appraise" and their appraisals of their assistant managers analyzed, the results showed insignificant differences among the sub-groups as to (1) general level, (2) spread, and (3) validity of the appraisals. The results indicate that "it is possible to develop a method of appraisal that can yield valid and useful information in spite of variation in the respective abilities of raters or appraisers to rate or appraise their subordinates."—*A. S. Thompson.*

2137. Fulton, Jean Spencer. (Oak Ridge Nat'l Lab., Oak Ridge, Tenn.) The social implications of illness in industry. *J. soc. Casw.*, 1949, 30, 271-276.—The atomic industry in Oak Ridge has attempted to humanize the individual and to recognize his values. Through medicine a program is executed which includes: (1) physical appraisal and placement, (2) health maintenance, and (3) personality appraisal and study of emotional disturbances. The health division endeavors to solve the problems in adjustment through a mental hygiene program, counseling, and the use of community facilities and inter-agency work.—*V. M. Stark.*

2138. Gardiner, Glenn, & Gardiner, Robert L. *Vitalizing the foreman's role in management; case studies in management participation*. New York: McGraw-Hill, 1949. vii, 274 p. \$3.50.—This book is written in the belief that the foremanship function is a management function but that this situation must be made and not just taken for granted. Chapter II discusses the factors which alienate foremen from management. The remainder of the book consists largely of case studies showing what various companies have done to eliminate or minimize those alienating factors. The emphasis throughout is on practical applications of sound human relations policies.—H. F. Rothe.

2139. Hancock, John W. (*Normal U., Normal, Ill.*) *Why workers feel insecure*. *Personnel J.*, 1949, 28, 177-179.—Five different groups were asked to rank the 3 items out of a list of 22 which they believed were most important as causes of insecurity and resentment among workers. When the choices were weighted, the following 4 items tied for highest rank: uncertainty whether one's progress is good, criticized before others, promises not made good, and others advanced on seniority.—M. B. Mitchell.

2140. Hertz, Gustav C. *Planning for a successful merit rating program*. *Personnel*, 1949, 25, 365-369.—Controls must be expertly set in advance if merit rating is to function as a sensitive and more precise instrument for recording employee performance. The authority and responsibility of those administering the rating program must be clearly defined. The degree and kind of line and staff participation in the program must be established in advance, and the attitudes of employees and supervisors must be anticipated and taken into account.—M. Siegel.

2141. Jurgensen, C. E. (*Minneapolis Gas Co., Minn.*) *What do job applicants want?* *Personnel*, 1949, 25, 352-355.—A study is reported in which 10 job factors were ranked in order of importance by more than 3,700 job applicants. Male applicants considered security, advancement and type of work as most important, company, pay, co-workers and supervisors as of intermediate importance, and hours, working conditions and benefits least important. Women applicants regarded type of work alone as being most important, benefits as being least important, and other factors as being of intermediate importance. It is concluded that too much emphasis has often been given factors which, according to this study, are considered relatively unimportant by applicants.—M. Siegel.

2142. Katz, Daniel. (*U. Michigan, Ann Arbor.*) *Employee groups: what motivates them and how they perform*. *Advanced Mgmt*, 1949, 14, 119-124.—A study of the factors responsible for variations in production among two groups of clerical workers. The prime factor lay in the nature of supervision. Good supervisors followed a "liberal philosophy of management," placed less direct emphasis on production as a goal, encouraged employee participation in the making of decisions, were employee-centered, spent more time in supervision and less in produc-

tion, and felt they knew where they stood with the company. Poor supervisors tend to remain production workers, spend too much time on the mechanical parts of their job, gave insufficient attention to the planning function of their jobs, and failed to train their men for better jobs, to keep them posted on how well they were doing, and to use positive methods of personal recognition.—H. Moore.

2143. Marrow, Alfred J. *Human factors in production*. *Personnel*, 1949, 25, 341-349.—Three group experiments into the causes of job dissatisfactions are described, demonstrating the value of the broader, environmental approach to the problems of individual adjustment and interpersonal relationships in industry. It is emphasized that in investigating the general problem of job satisfaction and morale, we must explore beyond the limits of the worker in his job, beyond the symptom and the patient, and seek out the environmental causes of conflict and dissatisfaction.—M. Siegel.

2144. Mason, Ralph L. *Experience with employee opinion surveys*. *Advanced Mgmt*, 1949, 14, 98-100.—An attitude questionnaire composed of 30 odd items was distributed to 3 employee groups—supervisors, technicians, and operators. 4 basic desires provided the framework of the questions—security, advancement, recognition, and the worthwhileness of the job. The technique used to gain the consent of union representatives is illustrated, and some of the disclosures are discussed, especially those concerning remedial situations, misunderstood policies, and training needs to which attention has been drawn.—H. Moore.

2145. O'Brien, Cyril C. (*Marquette U., Milwaukee, Wis.*) *Alcoholism among disciplinary cases in industry*. *Quart. J. Stud. Alcohol*, 1949, 10, 268-278.—Of 1,069 disciplinary cases over a period of 31 months, 174 involved the use of intoxicants: this represents 1% of the employees. Absenteeism due to inebriety was much more prevalent among the day shift than among the 2 night shifts. Suggested is a procedure for collecting and analyzing the alcoholic problem in an industrial setting, the kind of program which ought to be set up, and an outline of a first lesson to foremen.—W. L. Wilkins.

2146. O'Malley, Raphael H. (*U. S. Treasury Dept., Washington, D. C.*) *Payroll savings and employee morale*. *Personnel*, 1949, 25, 423-427.—It is stated that managements which have sponsored employee purchase of U. S. Savings Bonds through the Payroll Savings Plan have found such a program to be good business in cold dollars and cents terms. The advantages are set forth in terms of worker security and morale, and decrease in absenteeism and turnover.—M. Siegel.

2147. Oxlade, M. N. (*Dep't of Labour & Nat'l Service, Melbourne, Australia.*) *The work attitudes of saleswomen*. *Bull. industr. Psychol. Personnel Pract.*, Melbourne, 1948, 4(4), 35-40.—150 corset saleswomen were administered the Wyatt and Langdon Paired Comparison Test to determine their

attitudes toward factors about a job. The 9 factors included ranked in order as follows: opportunity for promotion, security of employment, pleasant working conditions, good supervisor, opportunity to use your own ideas, high wages, comfortable working conditions, work which makes you think, short hours, work which needs no thought.—C. G. Browne.

2148. Paterson, Donald G., & Walker, Bradley J. (U. Minnesota, Minneapolis.) Readability and human interest of house organs. *Personnel*, 1949, 25, 438-441.—Analysis of 34 Minnesota house organs by means of the Flesch readability yardstick shows that, in general, the level of readability is too high for the rank and file, while the human interest value of the contents is not high enough to insure maximum reader interest. Room for improvement in type and layout is also indicated, as well as in the sharing of information with employees.—M. Siegel.

2149. Pollard, Dean R. Reviewing and appraising supervisory employees. *Personnel*, 1949, 25, 380-388.—A review and rating procedure, designed primarily for supervisory and engineering employees, is described for use with other employees in other fields. An "Employee Review Check List" is reproduced, for evaluating characteristics of workmanship and supervision. The total review procedure is to be conducted through an initial interview, a conference with those most familiar with the individuals' work, and a follow-up discussion with the person under review.—M. Siegel.

2150. Schroeder, Harold H., & Swartz, Blair K. The supervisor and his wife study human relations. *Advanced Mgmt*, 1949, 14, 119-124.—This is a conversational report of a series of 8 lectures given by Dr. and Mrs. Overstreet on the topic, Understanding People, to 200 representatives of management and their wives. Outlines were provided for each session. An abbreviated form of one, given under the title, Putting life in order, indicates the contents. "If an organization is interested in helping its supervisors improve their attitudes and skills in human relations, it should not overlook the possibilities of a series of meetings that tap the current knowledge of the social sciences, and in which the supervisor participates in the adventure with someone close to him."—H. Moore.

2151. Smith, F. C. Why white-collar workers don't join unions. *Personnel J.*, 1949, 28, 170-171.—Industrial union leaders were successful in getting industrial workers to strike for the vague cause of union recognition because of the pent up hatred against the bosses. On the whole, white-collar workers have been treated with more dignity than industrial workers, therefore, they do not have the same emotional need for unionism that industrial workers have. In other words, the white-collar workers have not hated the boss enough to want to join a union or to strike.—M. B. Mitchell.

2152. Walker, K. F. (Dep't of Labour & Nat'l Service, Melbourne, Australia.) Wage-incentive plans: a review of award provisions. *Bull. industr. Psychol. Personnel Pract.*, Melbourne, 1948, 5(2),

31-41.—Australian industrial tribunals deal with issues concerning the operation of the wage-incentive system. The article reviews the general principles of incentive plans which have been established over a period of 50 years. The topics covered include the incentive offered, distribution of work, working conditions, setting and reviewing of rates, quality of work, and keeping employees informed.—C. G. Browne.

INDUSTRIAL AND OTHER APPLICATIONS

2153. Gelbman, Frank. Retrospection on part of the Aleutian campaign. *Amer. J. Psychiat.*, 1949, 106, 136-139.—This paper describes the conditions and problems of soldiers in an isolated non-combatant setting. The author spent 18 months in the Aleutians as a neuropsychiatrist and had a first-hand opportunity to observe conditions. The role of the military neuropsychiatrist in helping to formulate and carry through a constructive program for his men is outlined. The neuropsychiatrist must play a dual role both as "therapist for ill soldiers but also an adviser and consultant in practical problems of morale."—I. Friedman.

2154. Glass, Albert J. (Letterman Gen. Hosp., San Francisco, Calif.) An attempt to predict probable combat effectiveness by brief psychiatric examination. *Amer. J. Psychiat.*, 1949, 106, 81-90.—A brief psychiatric examination and evaluation was given to 146 replacements to rifle companies prior to participation in combat duty. Neurotic predisposition was estimated by considering 5 major categories of the patient's life and then applying a neurotic index. A control group of 540 replacements were not interviewed. A follow-up study of individual performance in combat was accomplished. Tendencies and indications having practical military value are presented. The results obtained demonstrated that "the previous civilian performance of the individual is the most accurate prognostic indicator of combat effectiveness." The author stresses that this study pertains only to combat infantrymen and that the number of individuals studied in this series is too small to make definite claims or conclusions.—I. Friedman.

INDUSTRY

2155. Bois, J. S. A. A progress report on industrial psychology. *Canad. J. Psychol.*, 1949, 3, 105-116.—This is the presidential address delivered at the 1949 meeting of the CPA. Some of the requirements for a good industrial psychologist as well as some of the opportunities that may be developed in industry are discussed.—J. W. Bowles, Jr.

2156. Chapanis, Alphonse, Garner Wendell R., & Morgan, Clifford T. (Johns Hopkins U., Baltimore, Md.) Applied experimental psychology; human factors in engineering design. New York: John Wiley, 1949. 421 p. \$4.50.—A presentation and discussion of findings in the area of human engineer-

ing. The authors' objective—"... to develop, through fundamental research and applied tests, a science that can deal adequately with the design and operation of machines for human use." Chapters 2 and 3 deal with statistics, the relative importance of constant and variable errors, and the accumulation of errors in man-machine systems. The bulk of the material centers about 3 main perceptual systems—vision, audition, and kinesthesia. A discussion of the physical and psychological aspects of each perceptual system precedes the discussion of the findings of engineering psychology related to that system. The remaining chapters deal with the arrangement of work, working and resting, and the working environment. Chapter references include reports from many fields allied to the science of human engineering.—*W. G. Matheny.*

2157. Deal, Calvin P., & Esman, Milton J. (U. S. Civil Service Commission, Washington D. C.) **Developing and using performance standards.** *Personnel*, 1949, 25, 418-422.—A method for tailoring standards to individual jobs is described and the practical advantages which accrue to both management and the employee outlined, as experimentally adopted for its own employees by the U. S. Civil Service Commission. Under a plan involving the use of written performance standards, management and the employee prepare jointly a written statement, setting forth their understanding of what constitutes satisfactory performance for each task. A completed sample form for one position is reproduced, with an accuracy check list.—*M. Siegel.*

2158. Fitzpatrick, Bernard H. **An objective test of job evaluation validity.** *Personnel J.* 1949, 28, 128-132.—For each of the past 5 years, the median salary was calculated for 57 types of clerical jobs in New York. To show the relative market value of each job, the percent each median salary is of the total for 6 key jobs is given in a table called the Relative Job Value Scale. Thus any organization with comparable jobs in New York can test its evaluation of jobs by comparing the percentages paid its employees for particular jobs with the percentages shown in the table.—*M. B. Mitchell.*

2159. [Fryer, Douglas H.] (Richardson, Bel-lows, Henry & Co., Inc.) **Source book on the application of research to ground training in aviation.** Port Washington, L. I., N. Y.: U. S. Navy Special Devices Center, 1949. (Tech. Rep.-SDC 383-1-11.) 80 p.—This report summarizes and applies the results of research done in government agencies during and since the war, to the solution of problems in ground aviation training. Topics covered are: study skills, establishing the curriculum, evaluating proficiency, validation of training procedures, student attrition, mass training, instructor training, training in perceptual ability (vision), aircraft recognition training, speech-hearing perceptual training, kinesthetic (motor) training, audio-visual aids (special devices), and air validation (transfer of training from ground to air). 56-item bibliography.—*M. W. Raben.*

2160. Goddard, C. W. (Dept of Labour & Nat'l Service, Melbourne, Australia.) **Management training at General Motors-Holdens Ltd.** *Bull. industr. Psychol. Personnel Pract.*, Melbourne, 1948, 5(2), 15-21.—Management training at General Motors-Holdens is regarded as a continuing responsibility of top management, but all management and supervisory levels participate. The program operates at 3 levels—senior executives, plant superintendents and general foremen, and staff foremen. Training consists of one-hour weekly group conferences conducted by a conference leader. A description is given of the first 5 units of the program—(1) operating objectives, (2) manufacturing organization, (3) responsibilities of a foreman, (4) fundamentals of job training, (5) fundamentals of human relations.—*C. G. Browne.*

2161. Holmes, Jack A. (Western Reserve U., Cleveland, O.) **Industrial accident-proneness.** *Personnel Psychol.* 1949, 2, 369-375.—"This study [at Benicia Arsenal, California] substantiates the work of many earlier investigators in finding that a great proportion of accidents in any industrial group can be attributed to a very small portion of that group. The median aptitude of the accident group was below the arsenal norms. Aptitude was negatively correlated with rate of accidents. While more people at 40 years of age were accident-prone, the 30-year-old accident-prone employees had a greater accident rate. No significant relationship could be found between the accident-proneness and the supervisors' ratings of such employees."—*A. S. Thompson.*

2162. Kuhn, Hedwig S. (112 Rimbach St., Hammond, Ind.) **Vision for the job.** *Personnel*, 1949, 25, 452-456.—The combined experience and research findings of members of the Joint Committee on Industrial Ophthalmology are drawn upon to outline briefly the elements of an effective employee vision program. Suggestions are offered regarding eye-protective equipment, first aid and emergency eye care, illumination and color, a visual survey, pre-employment and pre-placement standards, and a corrective program.—*M. Siegel.*

2163. Locke, Norman. **Few factors or many?—an analysis of a point system of classification.** *Personnel*, 1949, 25, 442-448.—It is suggested that job evaluation systems are more elaborate than they need be. Five factors in a nine-factor job rating scale were found to be superfluous in the study which is reported, supporting the hypothesis advanced above.—*M. Siegel.*

2164. Maule, H. G., & Smith, May. **Industrial psychology and the laundry trade.** London: Pitman, 1947. vii, 144 p. 8s 6d.—The laundry executive as well as the student will find that this treatise, though brief, covers all of the psychological factors involved in laundry work. It begins with a discussion of motives and includes chapters on the material and psychological environments, time and motion studies, production planning, accident, fatigue and boredom, selection and training, absenteeism, and labor wastage. Bibliography.—*W. E. Walton.*

2165. Mercier, A., & Duguet, J. *Physio-pathologie oculaire de l'aviateur.* (Ocular physiology of the aviator.) *Arch. Mal. prof., Paris*, 1947, 8, 462-464.—Conditions in which the aviator is placed and which give rise to disturbances of his vision are: (1) high altitude; (2) high speed and constant variations in acceleration and direction; (3) modifications of equilibrium and orientation giving rise to visual illusions as to the position of the plane in space; (4) cold, wind, light, action of invisible radiations, solar dazzle, glare from expanses of water, snow, desert sands or cloud layers; (5) vibration of the motor reducing acuity and creating visual fatigue; (6) intoxicants from fumes; (7) in war time, fatigue from flights of long duration, and from intensity of preparation for operations, and fear, giving rise to psychoses with important physical disturbances and to ocular psychoneuroses.—F. C. Sumner.

2166. Mintz, Alexander, & Blum, Milton L. (Coll. City of New York.) *A re-examination of the accident proneness concept.* *J. appl. Psychol.*, 1949, 33, 195-211.—The method of studying accident proneness by demonstrating that small percentages of people have large percentages of the accidents is unsound and fallacious. When these percentages are compared with a theoretically computed equal liability distribution, the accident distribution obtained is in accordance with chance expectancy. Examples from several studies using the percentage method are discussed. A method for analysis of the variances of accident records of two component variances is suggested, one component attributable to differences in accident liability (personal characteristics and stable environmental conditions), the other to unpredictable chance factors. The method is applicable only when the obtained distribution resembles a composite of Poisson distributions. 13 references.—C. G. Browne.

2167. Rush, Carl H., Jr., & Bellows, Roger M. (Wayne U., Detroit, Mich.) *Job evaluation for a small business.* *Personnel Psychol.*, 1949, 2, 301-310.—Most job evaluation plans in use today were designed for large firms. This article describes 11 values of job evaluation to management and demonstrates a simplified method used in a firm of 60 employees engaged in 24 jobs. A job evaluation committee of 5 department heads and the owner, from job analyses prepared by a trained job analyst, ranked the jobs on each of 2 factors—Responsibility, and Educational and Training Requirements. The reliabilities of the rankings were .89 and .95, respectively, and the two rankings intercorrelated .94. Total points, sum of the two ranks assigned by all 6 raters, correlated .49 with a total score based on Occupational Characteristics Check List ratings. A repeat evaluation made one year later gave similar results.—A. S. Thompson.

2168. Satter, G. A. (U. Michigan, Ann Arbor.) *Method of paired comparisons and a specification scoring key in the evaluation of jobs.* *J. appl. Psychol.*, 1949, 33, 212-221.—103 jobs covering a wide range of clerical skills were job analyzed and

evaluated by the Method of Paired Comparisons on the basis of four skill scales—educational, work, application, and social and personal. Using the plants' prevailing rates as criteria, the results indicated that jobs can be scaled on these dimensions and that the measurements yielded by such scales can be used effectively to order jobs in a fashion which is valid for rate setting, particularly for industrial usage. A scoring key for job specification forms also was developed and the procedure followed is described. The scoring key was found to yield scores which are related to wage payments made to clerical workers and may be valuable in evaluating similar jobs in other plants. The comparative values of the Method of Paired Comparisons and the scoring key are discussed. 11 references.—C. G. Browne.

2169. Stewart, Dwight A. (R.C.A., Camden, N. J.) *Improving job evaluation results.* *Personnel*, 1949, 25, 356-365.—Ways in which statistical methods can improve the quality of job evaluations are discussed, such as the reliability of the evaluator, consistency of job evaluations within a given company and others. Simple statistical techniques are described for the use of non-technically trained statisticians.—M. Siegel.

2170. Wickham, O. P. (Dep't of Labour & Nat'l Service, Melbourne, Australia.) *How effective is on-the-job training?* *Bull. industr. Psychol. Personnel Pract., Melbourne*, 1948, 4(4), 28-34.—383 new employees in 2 cotton textile spinning mills were trained by somewhat different on-the-job techniques. The criteria used in assessing the training were the number of learners who reached a prescribed production standard and the time required to reach this standard. It is concluded that the results were not satisfactory and that the traditional training method used—learners working alongside experienced operators—did little more than keep certain processes in operation by using new employees on them.—C. G. Browne.

(See also abstract 1639)

BUSINESS & COMMERCE

2171. Cox, David M. (Northwestern U., Evanston, Ill.) *Public relations and the individual.* *Publ. Opin. Quart.*, 1949, 13, 125-127.—Individuals have interpersonal relations. When they act for an organization in dealing with others they have public relations. This distinction of personal and public relations is fundamental in developing a systematic theory of public relations and helps narrow the scope of public relations for further analysis.—H. F. Rothe.

2172. Harrell, Thomas W., Brown, Donald E., & Schramm, Wilbur. (U. Illinois, Urbana.) *Memory in radio news listening.* *J. appl. Psychol.*, 1949, 33, 265-274.—Radio news broadcasts of 20, 30, and 40 news items were presented to approximately 300 subjects consisting of enlisted Air Force personnel, and nonacademic employees and students at the University of Illinois. Results indicate that audiences re-

membered progressively more items as the number of items increased; the audience preference was for the fewer item broadcasts; repetition of facts did not increase memory significantly; and human interest and spectacular stories of crime and disaster were remembered better than stories of public affairs. A table of items which proved to be most and least discriminatory between good and poor memories is included.—C. G. Browne.

2173. Imberman, A. A. (Imberman & De Forest, Chicago, Ill.) A public relations policy for private utilities. *Publ. Opin. Quart.*, 1949, 13, 23-30.—A survey of 10 Midwestern states regarding sentiment toward chain stores yielded some incidental data regarding private utilities, showing that the latter are regarded dubiously and suspiciously by two-thirds of the adult population. It is suggested that these attitudes be overcome by the adoption, by private utilities, of some of the practices of competitive industry, especially with regard to pricing, new models, and research. "For interviewing we used standard projective techniques . . . dressed up in new bib and tucker."—H. F. Rothe.

2174. Nejelski, Leo. (Nejelski & Co., New York.) Communication in practical affairs. In Bryson, L., *The communication of ideas* (see 24: 1829), 143-154.—In business "focus on money values in daily activities tends to dehumanize communication and thus to blunt its effectiveness." Belief in word magic in the business world does not even insure money values and profit-taking, since business communication is human communication in personal relations. The author discusses the inadequacies of business communication briefly according to "who says what to whom through what medium and with what objectives in mind." The traditional criteria of "earnings, the presence or absence of unions and the avoidance of strikes, plus the number of readers and listeners" are too limited to provide effective evaluation of business communication. "When we deal with communication in business we must give due attention to all the human factors that enter into the ramified objectives of an enterprise. By doing this we necessarily and realistically break up the main goal of producing a profit into all of the sub-goals that make continued profit possible."—J. C. Franklin.

2175. Spurr, John C. (McGraw-Hill Publishing Co., New York.) Measuring magazine readership. *Int. J. Opin. Attitude Res.*, 1949, 3, 263-268.—To assist manufacturers selling to industry in determining the readership of magazines among their customers and prospects, a 1-page questionnaire is sent to a cross-section of their own customer and prospect list. The key question is "What publication, of all types, do you read regularly?" Evidence is presented concerning the validity of results obtained in this way despite the failure to secure complete returns.—N. L. Gage.

2176. Stember, Herbert. "I'm taking a survey . . ." *Publ. Opin. Quart.*, 1949, 13, 123-125.—About one in 12 persons sampled in a national survey

has experienced a salesman who introduces himself as taking a survey. Publicity by various groups has helped cut down this practise. Some companies did not realize that this practise was hurting the research field.—H. F. Rothe.

2177. Thorndike, Edward L. (Columbia U., New York.) Personal expenditures and changes in them with rising prices. *Amer. J. Psychol.*, 1949, 62, 266-271.—From 1940 to 1942 the author obtained estimates from 14 college graduates and one senior as to how they would spend \$250 assuming adequate lodging, simple food, present clothes plus \$50 worth of new wardrobe items. These expenditures were estimated under the four conditions of: prices about as now; about 50% higher; about twice as high; about three times as high. For only one item, the daily newspaper, the amounts purchased at the highest price-level show no decrease. Popular wants persist in spite of rises in prices somewhat more than do wants that are peculiar to a few. A table showing ratios of purchases under the four conditions for all the items is presented. The results are interpreted in some detail.—S. C. Ericksen.

2178. Trescott, Paul. How polls can help newspapers. *Publ. Opin. Quart.*, 1949, 13, 17-22.—"Polls can be of great help to newspapers from a news, editorial, and public relations viewpoint; but at the same time their speed, accuracy, and cost must be brought into line with newspaper standards if they are to be the answer to a newspaperman's dream."—H. F. Rothe.

(See also abstracts 1548, 2119, 2120, 2123, 2131, 2147)

PROFESSIONS

2179. Bacon, Edgar S. Psychology and the dentist. Ardsley, N. Y.: Equinox Press, 1948, 80 p.—"Psychology in dentistry is a study of a dentist's relation to his patients; his own traits, his feelings, his personality characteristics and the influence they bring to bear on the way he conducts his practice." The author develops this theme to aid dentists in understanding themselves, their patients, and in controlling the inter-relationships in the practice of dentistry. There are 14 short chapters dealing with such topics as compatibility, positive speech, attitudes, personality types, adaptability, and progress in psychological thought.—C. G. Browne.

2180. Douel, Jean. L'auxiliaire de la vocation musicale. (An inventory of musical aptitude.) *Arch. Mal. prof.*, Paris, 1947, 8, 17-21.—In order to select pupils of musical aptitude for training at the Conservatoire national de Musique et d'Art dramatique de Saint-Étienne a pedagogical inventory has been drawn up for obtaining a profile of the musical aptitude of each applicant. The pedagogical inventory covers 4 categories of qualifications: (1) general psychological information i.e., music preferences; (2) special musical sensitivity in the matter of rhythm, meter, reaction to rhythmic modifications,

reproduction of a simple melody, harmony; (3) special physical information, appraisal of the general physical state of the applicant; (4) evaluation of musical technique. Results of the use of this inventory are compared with the success or failure of pupils in 1945 and 1946 and it is concluded that the inventory is a valuable aid in the selection of music pupils and that it is to be recommended for use by other schools of music.—*F. C. Sumner.*

2181. Flanagan, John C., et al. *Critical requirements for research personnel; a study of observed behaviors of personnel in research laboratories.* Pittsburgh: American Institute for Research, 1949. iv, 66 p.—The observed activities of about 500 research workers in U. S. Naval research laboratories supplied more than 2500 incidents which were analyzed to form the basis of a checklist of critical requirements in terms of behavior for use in evaluating all types of engineering and scientific professional personnel engaged in research work.—*L. N. Mendes.*

2182. Frank, Jerome. *Courts on trial: myth and reality in American justice.* Princeton, N. J.: Princeton University Press, 1949. xii, 441 p. \$5.00.—Judicial decisions result from the application of legal rules to facts. This process, while commonly considered to be objective and reasonably certain, is actually affected by many subjective factors. Fact finding in trial courts depends in large measure upon interpretations of human behavior exhibited by witnesses, lawyers, judges, and juries. Even the ap-

plication of legal rules in trial and appellate courts is probably affected by the judge's personal attitudes. The psychological aspects of these problems are considered as a part of the analysis of actual legal procedures in contrast to the "elaborate system of mythology and folklore" which the author believes are generally accepted.—*C. M. Louttit.*

2183. Gellermann, Louis. (*Human Relations Counseling Center, Seattle, Wash.*) *A psychologist offers class instruction to physicians and dentists.* *Amer. Psychologist*, 1949, 4, 392.—Abstract.

2184. Townsend, Horace E. (*Command & General Staff Coll., Fort Leavenworth, Kans.*) *The use of psychology by leaders.* *Milit. Rev., Ft Leavenworth*, 1949, 29, 39-47.—Psychology contributes a significant part to the military leader especially in molding his personnel into a unity of purpose and effort. The author considers psychology's role in modifying human behavior of prime importance to the military leader in determining "the situation in recognition of possible favorable or unfavorable behavior from the individual or the unit"; (2) in assuring, "that the situation is interpreted by each individual objectively as it affects the unit and the mission"; (3) "causes a favorable adjustment of the unit towards the situation"; and; (4) "adjusts the situation (to the extent of his means) in consonance with the personality of the unit."—*M. A. Seidenfeld.*

(See also abstracts 1549, 2125)

A practical new text for the one-semester course

THIS IS
THE AUTHOR'S
PHILOSOPHY . . .

"I believe . . . that the general course can meet the demands of student interest and of scientific respectability without being cheap and 'popular' on the one hand or dull and boring on the other." Quoted from the *Preface*

PSYCHOLOGY

HENRY E. GARRETT

Professor of Psychology, Columbia University

This text is written in a highly interesting style which is brightened by occasional touches of humor. It is less "technical" in the old-fashioned sense than the usual type of psychology text and yet it covers all the essential information required in a beginning course in psychology. Employing a practical approach, it helps students to meet problems of everyday living. The logical organization and clarity of style appeal to teachers and students alike. The text matter is illustrated by approximately sixty-five charts and graphs. 336 pages

American Book Company

ABSTRACTS OF HUMAN BIOLOGY

A sectional edition of *Biological Abstracts* designed particularly for psychologists and related fields

Section H—Abstracts of Human Biology—includes Human Heredity; Population; Anatomy and Embryology; Child Development; Adolescence; Growth; Nutritional Disorders; Food Habits and Appetites, Malnutrition; Senescence; Endocrine Bases of Personality and Behavior; Reproduction and Sex; Human Ecology; Race; Health Factors Affecting Population and Human Adaptation; and kindred topics.

Section H does not compete with, or duplicate, any existing abstract services. Rather, it supplements these services by abstracting, from the biological point of view, the biological literature paralleling and directly applicable to that published in the psychological, neurological, sociological and anthropological journals.

Established in January, 1946, to meet the requirements in Psychology and related fields, Section H is priced at only \$6.50 (Foreign \$7.00). Write for full details and sample copy.

BIOLOGICAL ABSTRACTS

University of Pennsylvania

Philadelphia 4, Pennsylvania

1950 Publications . . .

PERSONALITY—Development and Assessment

By Charles M. Harsh and H. G. Schrickel, both of the University of Nebraska.

A TEXTBOOK that presents personality as the result of a developmental process of continuous interaction among biological, cultural, and subjective forces. It describes typical stages of personality development in our society from infancy to old age, noting changes of integrative behavior at different ages. For each stage the following items are discussed: 1) factors influencing personality, 2) major problems and mechanisms of adjustment, 3) changes in motivation, 4) changes in ability and learned adjustment patterns, 5) significance for later developments, and 6) characteristic individual variations.

518 pages, \$5.00

THE MEANING OF ANXIETY

By Rollo May, Consulting Psychologist; Columbia University.

SUMMARIZES clearly and concisely the theories and interpretations of the nature of anxiety that have been advanced by psychologists over the past hundred years. Deals with anxiety both as a central problem in psychotherapy and as a normal characteristic of present-day life in a civilized community. Common elements in the thinking of representative writers on the theme of anxiety are woven into a synthesis of concepts of anxiety which is intended to serve as a basis for further inquiry.

360 pages, \$4.50

GESTALT PSYCHOLOGY—Its Nature and Significance

By David Katz, University of Stockholm. Translated by Robert Tyson, Hunter College.

OFFERS a concise answer to the question: "What is Gestalt psychology?" The author gives the historical setting of the Gestalt viewpoint and evaluates the holistic interpretation. While refuting the older "atomistic" approach, he advances and evaluates the outstanding concepts, experiments, and contributions of Gestalt, and leads the reader to a forecast of its future possibilities.

175 pages, \$3.00

EDUCATIONAL PSYCHOLOGY

By Edwin R. Guthrie and Francis F. Powers, both of the University of Washington. A Volume in the Douglass Series in Education, edited by Harl R. Douglass, Director of the College of Education, University of Colorado.

A UNIFIED and coherent account of educational psychology. Two beliefs underlie the psychology of this new textbook: 1) the belief that the psychology of learning is the heart of educational psychology, and 2) the belief that for educators, the ultimate test of a theory is its influence on the all-round growth of the student when applied in the classroom.

524 pages, \$4.00

CHILD TREATMENT AND THE THERAPY OF PLAY

By Lydia Jackson, B.Sc. (Oxon); and Kathleen M. Todd, M.B., D.P.M. With a foreword to the American edition by Helen Ross, Institute for Psychoanalysis, Chicago.

EXPLAINS the nature of play-therapy and describes its use in diagnosing and treating behavior disorders in children, illustrating the method with examples from the authors' clinical experience. Planned to serve the needs of child psychologists, teachers, and all concerned with the development of children.

154 pages, \$2.50

THE PSYCHOLOGY OF EXCEPTIONAL CHILDREN

By Karl C. Garrison, University of Georgia.

THIS NEW REVISED EDITION provides an adequate and accurate concept of the characteristics and needs of children who may be regarded as exceptional. It is designed to be of value to anyone who is concerned with developing boys and girls into capable and well-adjusted citizens.

480 pages, \$4.50

THE RONALD PRESS COMPANY

15 East 26th Street

•

New York 10, N. Y.

Recently Published . . .

THE ABNORMAL PERSONALITY

By Robert W. White, Harvard University.

A TEXTBOOK intended for introductory courses in abnormal psychology. The theme is disordered personalities: people who are maladjusted, neurotic, delinquent, psychotic, brain-injured, or in some other way disordered in their personal reactions to life and its circumstances. After the two introductory historical and clinical chapters, the author selects five cases representing a large range of disorders. These form the foundation of the work, and are referred to constantly throughout. 613 pages, \$5.00

HYPNOTHERAPY OF WAR NEUROSES

—A Clinical Psychologist's Casebook

By John G. Watkins, State College of Washington.

A REPORT of professional therapeutic work done by the author in the neuropsychiatric division of an Army convalescent hospital during the recent war. Directed in general to clinical psychologists and the students under their direction, the book explains the value of hypnosis as a tool in treating war neuroses. 384 pages, \$5.00

CHILD PSYCHOLOGY AND DEVELOPMENT

By Louis P. Thorpe, University of Southern California.

FOR the undergraduate course on child psychology or growth and development of the child. The point of view is eclectic, based upon the concept of broad organismic development. The treatment includes studies of physical, mental, and psychological growth, with special emphasis upon environmental influences of the home, school, and community. 781 pages, \$4.50

REHABILITATION OF THE HANDICAPPED

—A Survey of Means and Methods

Edited by William H. Soden, Executive Assistant, Physical Medicine Rehabilitation Service, Veterans Administration Hospital, Northampton, Massachusetts.

REPRESENTATIVE accounts of modern procedures now being used in the mental and physical rehabilitation of disabled persons. Among the many techniques described are those used with the aged and infirm, those with speech difficulties, and the psychoneurotic. For students who want an over-all view of the field. 399 pages, \$5.00

PSYCHOLOGY FOR THE PROFESSION OF NURSING

By Jeanne G. Gilbert, Fordham University Graduate School; and Robert D. Weitz, Long Island University.

THIS ELEMENTARY psychology textbook for student nurses has a twofold purpose: 1) to present the principles of psychology clearly and succinctly, and 2) to help the student make a successful adjustment to the nursing life as it applies both to personal outlook and a better understanding of the patients. The book explains psychology as a scientifically workable method for understanding the sick and the well. Individual human behavior is considered first. Ways of applying mental hygiene principles both personally and in the nurse-patient relationship are presented and illustrated practically and concretely. 275 pages, \$3.00

AN INTRODUCTION TO CLINICAL PSYCHOLOGY

Edited by L. A. Pennington, University of Illinois; and I. A. Berg, Northwestern University.

TO FAMILIARIZE the student with the broad field of clinical psychology. By careful selection of case histories, and by descriptions of behavior problems, the editors have given coverage to the whole working field. The textbook offers a definitive first course that will be of value to the student whether he intends to become a practicing psychologist or wishes only a general well-founded knowledge. 595 pages, \$5.00

THE RONALD PRESS COMPANY

15 East 26th Street

New York 10, N. Y.

Timely **McGRAW-HILL** Books

BEGINNING EXPERIMENTAL PSYCHOLOGY

By S. HOWARD BARTLEY, Michigan State College. *McGraw-Hill Publications in Psychology.* In press

Designed to introduce the subject solely through exposition to students who have had a first course in general psychology, this text provides first a brief historical survey of experimental psychology; next an exposition of experimental method as applied to psychology; and finally, a description of the conventional "psychophysical methods." It also offers material on perception, physiological psychology, and industrial and legal psychology.

PERSONALITY: A Systematic, Theoretical, and Factual Study

By RAYMOND B. CATTELL, University of Illinois. *McGraw-Hill Publications in Psychology.* In press

A thoroughly comprehensive treatment, this new book begins with recent advances in theory and factual discoveries concerning the description and measurement of personality, discusses theorems on the interaction of heredity and environment, and proceeds to organize what is known from clinical psychology and experiment about the dynamic process of adjustment and learning.

CHILD DEVELOPMENT. New second edition

By ELIZABETH B. HURLOCK, The University of Pennsylvania. *McGraw-Hill Publications in Psychology.* 669 pages, \$4.50

A new revision and modernization of this highly successful college text. Organization is virtually the same, but emphasis is almost exclusively devoted to the childhood years, and new material has been added in such important areas of child development as family relationships, personality, moral development, and childhood interests. A series of *Textfilms* is available to accompany the text.

INTRODUCTION TO THE THEORY OF STATISTICS

By ALEXANDER M. MOOD, The Rand Corporation, Santa Monica, Calif. 433 pages, \$5.00

A text for a standard course in statistical theory with a calculus prerequisite. The author develops the theory of probability, distribution and sampling. The book explores the two major problems of scientific inference: the estimation of quantities, and the testing of hypotheses.

PHYSIOLOGICAL PSYCHOLOGY. New second edition

By CLIFFORD T. MORGAN, The Johns Hopkins University. *McGraw-Hill Publications in Psychology.* In press

A thorough revision of this highly-respected college text, which provides a comprehensive and authoritative survey of experimental facts in the field of physiological psychology. In general, the author has revised the entire text, although retaining its essential character, in order to include the most recent advances relevant to the included topics. As in the previous edition, the book gives an extended treatment of the physiological basis of psychological development, sensory and motor phenomena, motivation and learning, and higher thought processes.

Send for copies on approval



McGRAW-HILL BOOK COMPANY, INC.

330 WEST 42ND STREET, NEW YORK 18, N. Y.

(Continued from Cover 2)

- [illegible]

¹ The letter (a) following entry numbers indicates citation of abstracts which are primary publications; these are usually of theses or of papers read at professional meetings. The letter (i) indicates unpublished theses.

SECOND EDITION

This classic text has been revised, expanded, and reorganized to include the most recent developments in the field of experimental psychology.

The new edition is about one and one-quarter times longer than its predecessor, and half of the contents represents entirely new writing. Specifically, the revision includes new chapters on the emergence of science from medievalism in the seven-

teenth century, the Scottish and French schools of psychology, American functionalism, behavioristic psychology, and brain physiology. New material is introduced on Kant, Hering, British psychology, and the recent schools. Gestalt psychology is brought up to date, and dynamic psychology from Freud to Tolman is sketched. The final chapter discusses changes which have taken place since the publication of the first edition. Royal 8vo, 745 pages.

125th
ANNIVERSARY
1825-1950

APPLETON-CENTURY-CROFTS, INC.
35 West 32nd Street New York 1, New York

Just Published

PSYCHOLOGY APPLIED TO LIFE AND WORK, 2nd Edition

By H. W. Hepner, Syracuse University

This leader among Prentice-Hall Psychology texts has been practically rebuilt on teacher experience with the highly successful first edition. (Published 1941, with 16 printings, around 200 adoptions and over 100,000 sales to U.S.A.F.I.) New emphasis, organization, material, and treatment give insight into psychodynamics helpful in home, industry, and in selling goods and services.

The book applies the adjustment concept to personal and business problems, and unifies facts and methods with a binding thread of theory. There is more and better material on personal problems (courtship and marriage, children's adjustments) and on personnel relations (interviewing, counseling, supervising employees); new material on tests of emotional security; the latest findings on group dynamics in industry; and a social philosophy for industrial leadership in our times.

End-of-chapter projects, new and improved examples, more illustrations, new bibliographies, notes, glossaries, indexes . . .

Published April, 1950

672 pages

6" x 9"

Available May 1st (Examination copies only)

PSYCHOLOGY, 2nd Edition

By Floyd C. Dockeray (Dec'd) and G. Gorham Lane, Ohio State University

Synthesizes and explains important current concepts and research in psychology for both beginning majors and one-course students. (Ideal with Dennis's READINGS IN GENERAL PSYCHOLOGY—one year or 2 quarters).

Emphasizes behavior in terms of stimulus-response, and stresses role of reinforcement through consequences of learning.

Examples are within student's field of interest; statistics are treated in context of applications; chapter summaries and review questions. (Copies not available for quantity orders until July 1st).

Published July, 1950

576 pages

6" x 9"

Coming in May

THE COUNSELING INTERVIEW

By Clifford E. Erickson, Michigan State College

Practical pre-tested materials on the interview as a basic and central technique of counselling. Shows how vocational and personal effectiveness can be increased through improved skill in interviewing. Emphasizes person-to-person relationships between counselor and counselee and the individual nature of successive interviews which causes purposes, characteristics and outcomes to vary.

Published May, 1950

144 pages

5½" x 8½"

Send for your copies today!

PRENTICE-HALL, INC., 70 Fifth Avenue, New York 11, N. Y.

